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Proceedings

of the

SEVENTY-SECOND ANNUAL CONVENTION

of the

Middle States Association

of

Colleges and Secondary Schools

1958



CHALFONTE-HADDON HALL, ATLANTIC CITY, N. J.
FRIDAY AND SATURDAY, NOVEMBER 28 AND 29, 1958



PUBLISHED BY THE ASSOCIATION

1959

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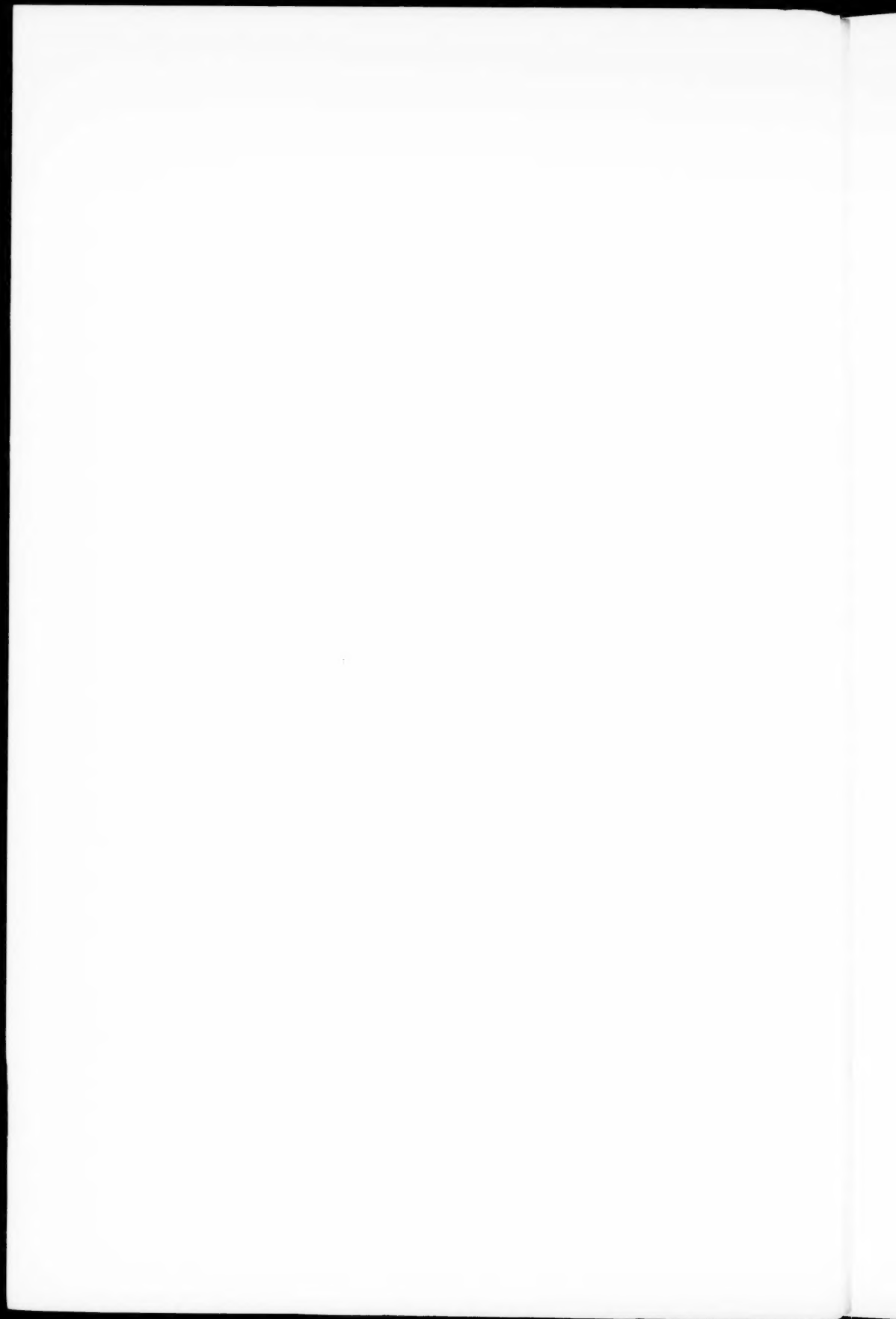


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FRIDAY AND SATURDAY, NOVEMBER 28 AND 29, 1958



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LIST OF OFFICERS — 1958-59

PRESIDENT

MILLARD GLADFELTER, *Provost*, Temple University, Philadelphia, Pa.

VICE-PRESIDENT

WALDRO J. KINDIG, *Principal*, Dwight Morrow High School, Englewood, N. J.

SECRETARY

GENE D. GISBURNE, *Vice-President*, University of Pennsylvania, Philadelphia, Pa.

TREASURER

OLIVER MELCHIOR, *Principal*, Scarsdale High School, Scarsdale, N. Y.

EXECUTIVE COMMITTEE

ROBERT L. AMSDEN, *Principal*, Columbia High School, South Orange, N. J.
THE VERY REV. EDWARD B. BUNN, S.J., *President*, Georgetown University, Washington, D. C.

VARNUM FENSTERMACHER, *Dean*, Hershey Junior College, Hershey, Pa.

CLARENCE A. FULMER, *Principal*, Wilmington High School, Wilmington, Del.

MITCHELL GRATWICK, *Headmaster*, Horace Mann School, New York, N. Y.

EARLE T. HAWKINS, *President*, State Teachers College, Towson, Md.

ANNE WELLINGTON, *Headmistress*, Emma Willard School, Troy, New York, retiring President of the Association (coopted).

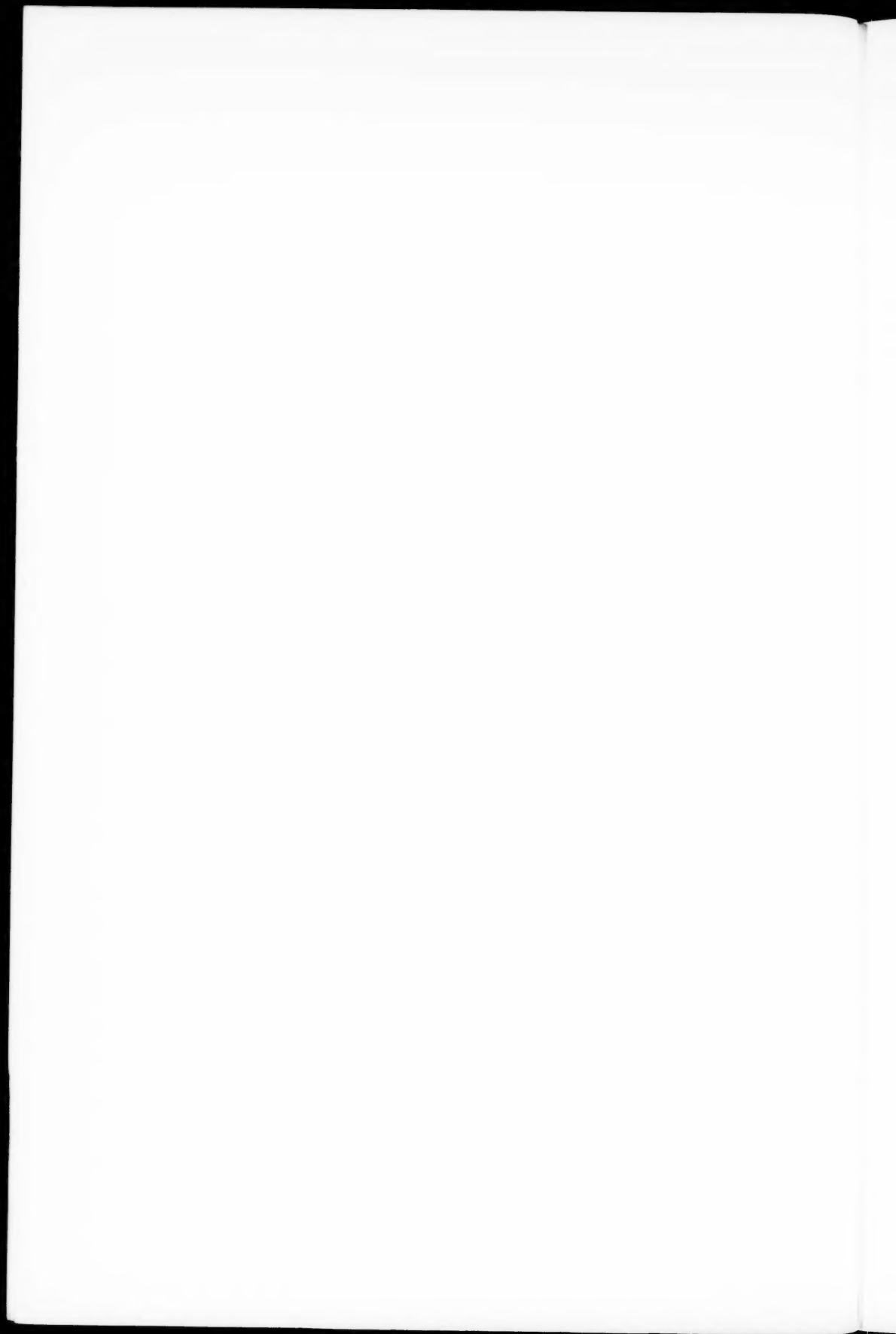
EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher Education, *Ex Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools, *Ex Officio*.

REV. LAURENCE J. MCGINLEY, *President*, Fordham University, New York, N. Y., Secretary, Commission on Institutions of Higher Education.

IRA R. KRAYBILL, 3446 Walnut Street, Philadelphia 4, Pennsylvania, *Executive Secretary*, Commission on Secondary Schools.

F. TAYLOR JONES, 15 Park Row, New York 38, N. Y., *Executive Secretary*, Commission on Institutions of Higher Education.



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Terms expiring in 1959: MOTHER ELEANOR O'BYRNE, *President*, Manhattanville College of the Sacred Heart; JOHN CRANFORD ADAMS, *President*, Hofstra College; STANTON C. CRAWFORD, *Secretary of the University and Dean of the Faculties*, University of Pittsburgh; CARTER DAVIDSON, *President*, Union University; OTTO F. KRAUSHAAR, *President*, Goucher College.

Terms expiring in 1960: FINLA CRAWFORD, *Vice-Chancellor*, Syracuse University; REV. LAURENCE J. MCGINLEY, *President*, Fordham University; BOYD C. PATTERSON, *President*, Washington & Jefferson College; WILLIS E. PRATT, *President*, State Teachers College, Indiana, Pa.; EWALD B. NYQUIST, *Deputy Commissioner*, New York Department of Education, *Chairman*.

Terms expiring in 1961: LAWRENCE L. BETHEL, *President*, Fashion Institute of Technology; JEREMIAH FINCH, *Dean*, Princeton University; DANIEL Z. GIBSON, *President*, Washington College; ALBERT E. MEDER, JR., *Dean of Administration*, Rutgers University; ERIC A. WALKER, *President*, The Pennsylvania State University.

The President and Secretary of the Association.

Honorary Members: *GEORGE A. BRAKELEY, *FRANK H. BOWLES, *EUGENE F. BRADFORD, *ROBERT C. CLOTHIER, *MARGARET T. CORWIN, ROY J. DEFERRARI, *DAVID A. ROBERTSON, E. KENNETH SMILEY, *HARRY A. SPRAGUE, *CHARLES C. TILLINGHAST.

COMMISSION ON SECONDARY SCHOOLS

Terms expiring in 1959: LESLIE R. SEVERINGHAUS, *Headmaster*, Haverford School; REV. PASCAL F. FOLEY, O.F.M., *Rector*, St. Joseph's Seraphic Seminary, Callicoon, N. Y.; WILLIAM O. PENROSE, *Dean*, University of Delaware.

Terms expiring in 1960: EVAN INGRAM, *First Associate Superintendent of Schools*, Pittsburgh, Pa.; REV. WILLIAM A. RYAN, S. J., *President*, Georgetown Preparatory School, Garrett Park, Md.; R. D. MATTHEWS, *Professor*, University of Pennsylvania, Philadelphia, Pa., *Chairman*.

Terms expiring in 1961: JOHN F. BROUGH, *Principal*, Woodrow Wilson High School, Washington, D. C.; RHODA E. HARRIS, *Headmistress*, Albany Academy for Girls, Albany, N. Y.; WILLIS H. WHITE, *Director of Division of Instruction*, Maryland State Department of Education.

The President and Secretary of the Association.

Honorary member: E. D. GRIZZELL.

* Emeritus

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

ROBERT L. AMSDEN, Columbia High School, Maplewood, N. J.
CLARENCE FULMER, Wilmington High School, Wilmington, Del.
ANNE HEALY, Roland Park Country School for Girls, Baltimore, Md.
KENDALL B. HOWARD, Manhasset High School, Manhasset, Long Island, N. Y.
SALLIE E. LURTON, Holton-Arms School, Washington, D. C.
JAMES H. QUINN, Episcopal Academy, Philadelphia, Penna.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

HURST R. ANDERSON, American University.
FINLA CRAWFORD, Syracuse University.
GENE D. GISBURNE, University of Pennsylvania.
REV. LAURENCE J. MCGINLEY, Fordham University.
EWALD B. NYQUIST, State Education Department, Albany, N. Y.

REPRESENTATIVES ON THE NATIONAL COMMITTEE OF REGIONAL ACCREDITING AGENCIES

EWALD B. NYQUIST, Chairman of the Commission on Institutions of Higher Education.
F. TAYLOR JONES, Executive Secretary to the Commission on Institutions of Higher Education.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools:
SEYMOUR ST. JOHN, *Headmaster*, The Choate School, Wallingford, Conn.
North Central Association of Colleges and Secondary Schools:
RUSSELL M. COOPER, *Secretary of Commission on Research and Service*.
Southern Association of Colleges and Secondary Schools:
EDGAR G. PRUET, *Principal*, George Washington High School, Alexandria, Va.

SPECIAL COMMITTEES

Committee on Nominations:
JOHN F. BROUGHER, *Principal*, Woodrow Wilson High School, Washington, D. C.
GRACE N. KRAMER, *Principal*, Audubon High School, Audubon, New Jersey

RICHARD H. LOGSDON, *Director*, University Libraries, Columbia University, New York, New York

REV. WILLIAM A. RYAN, S.J., *Assistant to the President*, St. Joseph's College, Philadelphia, Pennsylvania

E. KENNETH, SMILEY, *Vice-President*, Lehigh University, Bethlehem, Pennsylvania, *Chairman*

Committee on Finance:

ANNE WELLINGTON, *Headmistress*, Emma Willard School

GENE D. GIBBURNE, *Vice-President*, University of Pennsylvania

HENRY SCATTERGOOD, *Principal*, Germantown Friends School

EDWARD K. CRATSLEY, *Vice-President*, Swarthmore College

LESLIE R. SEVERINGHAUS, *Headmaster*, Haverford School

GENERAL MEETINGS OF THE ASSOCIATION

Friday, November 28, 1958

Presiding Officer—ANNE WELLINGTON, Headmistress, Emma Willard School, President of the Association

10:30 A.M.—General Session

Annual Meeting. Reports of Officers and Commissions.
Greetings from Fraternal Delegates. Election of Officers.
Report of the Commission on Secondary Schools
Report of the Commission on Institutions of Higher Education
Report of the Study Committee.

2:30 P.M.—General Session

The Education of the Academically Talented in Europe and in the United States.

DR. JAMES B. CONANT, *President Emeritus*, Harvard University.

Discussion: MR. WILLIAM G. AVIRETT, *Executive Associate*, Carnegie Endowment for International Peace;
DR. CLARENCE A. FULMER, *Principal*, Wilmington High School.

7:30 P.M.—Workshop Meetings

Commission on Institutions of Higher Education

The Conditions and Responsibilities of Employment in Higher Education.

Presiding—E. B. NYQUIST, Chairman of the Commission on Institutions of Higher Education.

Panel—SARAH GIBSON BLANDING, *President*, Vassar College; A. H. BLATT, *Professor*, Queens College; JEREMIAH S. FINCH, *Dean*, Princeton University; *Dean* STANTON C. CRAWFORD, University of Pittsburgh.

Commission on Secondary Schools

Desirable Changes in Evaluative Criteria.

GENERAL SESSION

Friday, November 28, 1958

The Seventy-second Annual Convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A.M. with Miss Anne Wellington, President, presiding. The invocation was delivered by Reverend Laurence J. McGinley, President, Fordham University.

REPORT OF THE SECRETARY

GENE D. GISBURNE

The report of your Secretary today will be reasonably brief, for we have, as usual, an exceedingly full agenda for the business meeting of the Association.

You join with me, I know, in expressing regret that two of the Association's most loyal and willing participants are unable to attend this Seventy-Second Annual Convention because of recent illness. Both Dean Karl G. Miller, of the University of Pennsylvania, and Vice-President E. Kenneth Smiley, of Lehigh University, have served the Association to the fullest, and it is of significance that this will be for Dean Miller the first Middle States convention missed in thirty years. We miss them sorely and give expression to the wish and prayer for their speedy and complete recovery.

Although the work of the Secretary continues to be mainly of a routine nature, there is clearly continued and accelerated interest by the public in the work of the Association. The reports of the Treasurer and the Chairmen of the two commissions, to be presented later, will convey to you the important aspects of the work of the Association.

The several publications of the Association have undergone, as you are aware, considerable change in the last two years, and the Executive Committee has directed that this phase of our activity should be kept under continuing and constant study. With this in mind, a qualified committee will review this year all publications, which now number four, in order to seek further improvement in our printed material.

Convention attendance is always a matter of particular interest, and during the year initial steps have been taken to improve our registration procedures with the cooperation and assistance of the affiliated organizations. There is every indication that additional actions on this matter will be taken between now and next November in order to provide a fully effective means for determining the true picture of convention attendance. Each of you is urged to register today to aid in providing the appropriately exact records.

The total registration for the 1957 convention was only slightly higher than that for 1956—1,020 as compared to 1,011. One hundred ninety-one, or 76½%, of the 250 member colleges were represented, while 188, or slightly more than 20%, of the 906 member schools were in attendance. The records for 1957 also disclose a registration of 455 college representatives, 306 secondary school representatives, and 259 from other groups and organizations.

Analysis of these data does not indicate significance, we believe, with these possible exceptions. The 10% reduction in member school representatives may reflect a deficiency in program, in location, or in the nature of the convention. The 20% increase in representatives from unaccredited institutions and other organizations may be either the result of natural curiosity or the reflection of healthy interest in a worthwhile activity. We hope it is the latter.

In any event, your Executive Committee will continue the exploration of means to discover answers to these questions which can be the basis for fruitful decisions on the work of the annual meetings as well as of the Association.

A number of important matters during the year has occupied the attention of the Executive Committee. The work of the Special Committee on Membership is expected to continue for another year, and a final report will be forthcoming in November, 1959.

Later today you will hear the report of the Study Committee which has had under review at your direction the activities of the Association. The work of this committee was considered by the Executive Committee at its meeting last March. There will be unusual interest in your reactions to this report.

By this time you are aware that Mr. Henry Scattergood, your Treasurer, will submit his final report to you today. Needless to say, our responsibilities in the work of the Association have fostered our friendship, and it is with the deepest regret that his resignation as Treasurer is viewed. His cooperation, ability, and interest will be sorely missed. Above all, however, we shall miss his gentle manner and his ever-present friendliness. We are grateful beyond thanks for the circumstances which have made possible our association.

This is my fifth annual report as Secretary of the Association, and I hope that my incumbency for five years will permit a few random thoughts about the Association. There is within me the exceedingly strong feeling that this Association will undergo considerable change in the next decade. Evaluation and accreditation have occupied most of our energies and efforts, and there is no question that the values and benefits will dictate the continuation and

further development of these activities as perhaps the most important segment of our work for some time to come.

The rapidly increasing size of the Association is bringing with it, however, the rumblings of the need for additional activities if we are to serve our constituency to the fullest. These additional facets of our possible usefulness have not made themselves fully clear as yet, but, in my judgment, they will be in school-college inter-relationship, in fulfilling a need for statistical information of varied types, in the area of making known our views on important and broad educational issues, and in the numerous needs which will become apparent with the ever-increasing awareness on the part of the public of the problems of education.

In seeking solutions to the problems which I am confident will come to us, there will be expansion of our activities to meet our obligations and responsibilities. Careful and deliberate study, I am sure, will take place prior to any decision requiring change, but there seems to be now a minor groping for the means to break out of the present organizational activity and program structure of this Association.

Unquestionably, the finances of the Association will be affected by any move to increase our activity, and it is hoped that the ultimate values will be borne in mind rather than permitting present dues structures to govern in themselves policy questions of our Association. Bearing in mind these factors, the coming year will be an important one for the Finance Committee and there will be, undoubtedly, recommendations of significance for the consideration of the Executive Committee and, subsequently, for your approval or disapproval.

Your able President and the Executive Committee have developed for this year a program which, we trust, meets with your approval and which will hold great interest for both secondary school and college groups. We have no doubt that Dr. Conant will prove provocative this afternoon and that Drs. Averitt and Fulmer will provide an exceedingly worthwhile discussion of his statement.

You are reminded that the 2:30 p.m. session will be held in the Carolina Room of the Chalfonte, a departure from tradition, as is the reception to be held following the session. We look, too, to your enjoyment of this evening's workshop sessions to be conducted by the two commissions.

Representatives of the Association have attended numerous meetings, conferences and ceremonies. In December 1957 President Wellington served as fraternal delegate to the New England Association. F. Taylor Jones, Executive Secretary of the Commission on Institutions of Higher Education, was our fraternal delegate at the annual meetings of the Southern Association

of Colleges and Secondary Schools. Miss Wellington in March represented the Association at the meetings of the North Central Association in Chicago.

Next week Provost Millard E. Gladfelter of Temple University will serve as your delegate at the meetings of the New England Association in Boston; and Ward I. Miller, Superintendent of Schools in Wilmington, Delaware, will be the fraternal delegate at the meetings of the Southern Association.

We are particularly pleased that the Association will have for the first time a fraternal delegate at the meetings of the Northwest Association, and your representative on this occasion will be Major Robert S. Day, of the United States Military Academy.

Dr. Ewald B. Nyquist attended the October 1958 meetings of the American Council on Education. The Association's representatives to the College Entrance Examination Board attended the Board's meetings, and reports on the business of these meetings have been presented to your Executive Committee.

The work of your Secretary is made pleasant indeed by the many Association members who join in making fulfillment of his tasks possible. There is constant and continued cooperation by scores and scores of the membership of the Association in our activities, and I know that you share with me this expression of thanks for their competent and devoted service which contributes so much to the leadership of our Association.

This concludes the report of the Secretary, but I would ask the indulgence of the convention to present a resolution involving a change in the Bylaws. The section of the Bylaws in Item 4, which reads as follows: "A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for colleges and universities with an enrollment of more than one thousand students shall be \$150 per year; for colleges and universities with an enrollment not exceeding one thousand students the fee shall be \$100 per year; for junior colleges \$50 per year; and for secondary schools \$20 per year."

The change relates to the dues structure for junior college members only and will have the effect of placing this particular group of member institutions in the same dues category as all other college member institutions.

During the past year the Chairman of the Commission on Institutions of Higher Education has presented the matter to the junior college representatives, and there has been virtually unanimous agreement to the proposed change with twenty-five of thirty institutions responding in favor of it.

The Finance Committee has recommended the change to the Executive Committee which has approved the following resolution for presentation to the convention:

"RESOLVED, that Item 4 of the Bylaws of the Middle States Association of Colleges and Secondary Schools be amended to read as follows:

"A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for higher institutions with an enrollment of more than one thousand students shall be \$150 per year; for higher institutions with an enrollment not exceeding one thousand students the fee shall be \$100 per year; and for secondary schools \$20 per year."

President Wellington, I move the adoption of this resolution.

REPORT OF THE TREASURER

HENRY SCATTERGOOD

September 1, 1957 to August 31, 1958

Balance in Checking Account, September 1, 1957	\$ 411.17
Balance in Secretary's C.I.H.E. Account, September 1, 1957	4,851.90
Balance in Savings Account, August 31, 1958	117.00
U. S. Savings Bonds, Series "G" and "K"	8,000.00

RECEIPTS

Dues, Colleges 1957-58	\$26,535.00
Dues, Secondary Schools	17,940.00
Dues, Associate Memberships	120.00
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	\$44,595.00
Back Dues, Colleges	1,415.00
Back Dues, Secondary Schools	425.00
Back Dues, Associate	50.00
Dues in Advance, Colleges	250.00
Dues in Advance, Secondary Schools	25.00
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	\$46,760.00
C.I.H.E. Evaluation Fees	17,148.67
C.S.S. Evaluation Fees	\$ 4,590.00
C.S.S. Certificates	44.00
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	\$ 4,634.00
Interest on "G" and "K" Bonds	210.40
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	\$68,753.07
Checking Account, September 1, 1957	\$ 411.17
Checking Account, C.I.H.E., September 1, 1957	4,851.90
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	\$ 5,263.07
Taxes Withheld and Not Yet Paid	393.02
MARC	2,615.34
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	\$ 2,254.71
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	\$71,007.78

EXPENDITURES

Convention Expenses	\$ 1,841.89
Printing of Proceedings	3,292.57
Executive Committee Meetings	364.76
Delegates' Expenses to Meetings	522.43
Contributions and Dues	225.00
Auditing Accounts	85.00
Social Security Taxes	514.09
Insurance	129.06
Miscellaneous	39.05
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	\$ 7,013.85
SECRETARY'S OFFICE	
Salaries and Honoraria	\$ 1,300.00
Correspondence and Printing	110.14
Petty Cash and Telephone	53.45
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	\$ 1,463.59
TREASURER'S OFFICE	
Salaries and Honoraria	\$ 1,350.00
Postage and Notary	85.00
Fidelity Bond	25.00
Correspondence, Printing, Supplies, etc.	12.69
	<hr/>
	\$ 1,472.69

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Salaries and Honoraria	\$15,191.72	
Annual Mortgage Less Refunds	1,825.27	
T.I.A.A.	508.33	
Fidelity Bond	25.00	
		\$17,550.32

EXPENSES THROUGH EXECUTIVE SECRETARY

Evaluation Costs	\$14,903.50	
Rent	1,500.00	
Electricity	145.47	
Supplies	625.22	
Printing	880.17	
Telephone	561.28	
Equipment	107.44	
Extra Help	770.00	
Meetings	1,306.78	
Travel	1,800.35	
Contingencies	55.60	
Shipping	785.15	
Conference of Two-Year Institutions	\$579.00	
Less Fees Conference 2-Yr. Institutions	764.00	(— 185.00)
		\$23,255.96

COMMISSION ON SECONDARY SCHOOLS

Salaries and Honoraria	\$12,777.48	
Travel	689.37	
Printing	286.43	
Office Equipment	107.56	
Office Supplies and Telephone	565.66	
Certificates	28.16	
Petty Cash	370.00	
Railway Express	6.21	
		\$14,830.87

Treasurer's Balance, August 31, 1958	\$ 1,257.66	
Executive Secretary's Balance, August 31, 1958	4,655.30	
		\$65,587.28
	\$ 5,912.96	
Taxes Withheld and Not Yet Paid	382.53	
MARC—Refunded to Foundations, November 26, 1958	109.93	
	\$ 492.46	— 492.46
		\$ 5,420.50
		\$71,007.78

AUDITOR'S REPORT

Board of Directors
Middle States Association of
Colleges and Secondary Schools
Philadelphia, Pennsylvania

Gentlemen:

We have made an examination of the books and records of the Treasurer and Executive Secretary of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1958.

The receipts, as recorded in the books, were accounted for by the disbursements, which were supported by endorsed cancelled checks and approved vouchers; together with the balances in banks at August 31, 1958, as attested by the banks' formal monthly statements.

The investments were examined in the possession of the Treasurer.

Very truly yours,

LAWRENCE E. BROWN & COMPANY

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

REVEREND LAURENCE J. MCGINLEY, *Secretary*

President Wellington, ladies and gentlemen: I have the honor to present the report of the Commission on Institutions of Higher Education of a brevity commensurate with our respect for your patience.

The Commission on Institutions of Higher Education has had the pleasure since the Association last met of five new member institutions whose names have already been announced to you by letter. They are Glassboro State College, Gwynedd-Mercy Junior College, Mount Vernon Junior College, The Novitiate of Saint Isaac Jogues, and Rochester Institute of Technology.

In almost completing its first round of re-evaluations of member institutions during the year, the Commission reaffirmed the accreditation of Cooper Union for the Advancement of Science and Art, Cornell University, Finch College, Goucher College, Hamilton College, The Johns Hopkins University, Montclair State College, Morgan State College, Saint Vincent College, The State Teachers College at West Chester, Pennsylvania, Swarthmore College, The University of Scranton, Vassar College and Woodstock College.

The Commission deferred action on and suggested measures to strengthen nine evaluated institutions, and found it necessary to deny accreditation to three others. Twenty-nine institutions presented during the year, at the Commission's request, reports of progress stimulated by evaluations in preceding periods.

Specialized accrediting agencies participated in over half of our evaluations again, as they always do when the institution concerned holds or seeks their approval as well as ours. These relationships have been so cordial and mutually advantageous that our universities and larger colleges have come to take representation of the specialized agencies in our teams for granted, as the agencies have themselves. We express our appreciation to them.

The chairmen of our visiting teams carry the heaviest burden and the chief responsibility for our evaluation work. The Commission is deeply grateful to them, as we believe the institutions they serve in this capacity are, too.

Madam President, I request your leave to honor them by listing their names in the proceedings:

President JOHN C. ADAMS, Hofstra College

Dean Emeritus MARGARET T. CORWIN, Douglass College of Rutgers University.

Vice-President EDWARD K. CRATSLEY, Swarthmore College

Vice-Chancellor FINLA G. CRAWFORD, Syracuse University

President CARTER DAVIDSON, Union University

President CALVERT N. ELLIS, Juniata College

MILLARD E. GLADFELTER, *Provost*, Temple University

President RAYMOND S. HAUPERT, Moravian College

President EARLE T. HAWKINS, State Teachers College, Towson, Maryland

F. TAYLOR JONES, *Executive Secretary*, Commission on Institutions of
Higher Education

President OTTO F. KRAUSHAAR, Goucher College

RICHARD H. LOGSDON, *Director of Libraries*, Columbia University

Dean ALBERT E. MEDER, JR., Rutgers University

JOHN M. MULLINS, *Director of the Budget*, Columbia University

MOTHER E. M. O'BYRNE, *President*, Manhattanville College of the
Sacred Heart

President BOYD C. PATTERSON, Washington and Jefferson College

President WILLIS E. PRATT, State Teachers College, Indiana, Pennsylv-
vania

Vice-Chancellor CLAUDE E. PUFFER, University of Buffalo

Vice-President E. KENNETH SMILEY, Lehigh University

President DONNAL V. SMITH, State University Teachers College, Cort-
land, New York

Principal Emeritus CHARLES C. TILLINGHAST, Horace Mann School

**REPORT OF THE EXECUTIVE SECRETARY OF
THE COMMISSION ON SECONDARY SCHOOLS**

IRA R. KRAYBILL

The following new schools have been added to the list of accredited schools of the Middle States Association:

Mace's Lane High School, Cambridge, Maryland
St. Charles College High School, Catonsville 28, Maryland
Archbishop Walsh High School, Irvington, New Jersey
Northern Valley Regional High School, Demarest, New Jersey
Upper Freehold Township High School, Allentown, New Jersey
Jamesville-DeWitt Jr.-Sr. High School, DeWitt, New York
The New Lincoln School, New York 26, New York
Skaneateles Central High School, Skaneateles, New York
Wantagh High School, Wantagh, New York
Bloomsburg Jr.-Sr. High School, Bloomsburg, Pennsylvania
Captain Jack Joint High School, Mount Union, Pennsylvania
Hempfield High School, Landisville, Pennsylvania
Kennard-Dale High School, Fawn Grove, Pennsylvania
North Allegheny Jr.-Sr. High School, Pittsburgh, Pennsylvania
Northern Joint High School, Dillsburg, Pennsylvania
Rice Avenue Union High School, Girard, Pennsylvania
Richland Township Jr.-Sr. High School, Gibsonia, Pennsylvania
Selinsgrove Jr.-Sr. High School, Selinsgrove, Pennsylvania
Susquehanna Township High School, Harrisburg, Pennsylvania
Union City Joint High School, Union City, Pennsylvania
United Joint High School, New Florence, Pennsylvania
The Winchester-Thurston School, Pittsburgh, Pennsylvania

NOVEMBER 1958

STATE	New schools considered	New schools accredited	New schools not accredited	Old schools evaluated	Old schools considered	Old schools accredited	Old schools dropped by commission action by jointure	Total considered	Total accredited	Old schools not considered	January 1959	
Delaware	0	0	0	5	5	10	0	0	10	10	19	29
District of Columbia ..	0	0	0	2	12	14	0	0	14	14	16	30
Maryland	2	2	0	5	17	22	0	0	24	24	78	102
New Jersey ..	3	3	0	14	51	65	0	0	68	68	142	210
New York ..	4	4	0	10	37	47	0	0	51	51	103	154
Panama	0	0	0	0	0	0	0	0	0	0	2	2
Pennsylvania .	14	13	1	31	76	107	1	2	120	119	274	393
Puerto Rico ..	0	0	0	0	0	0	0	0	0	0	3	3
Europe	0	0	0	0	0	0	0	0	0	0	2	2
TOTALS	23	22	1	67	198	265	1	2	288	286	641	925

REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Reverend William A. Ryan. The other members of the Committee were John F. Brougher, Grace N. Kramer, Richard M. Logsdon, and E. Kenneth Smiley, Chairman.

FOR PRESIDENT: MILLARD GLADFELTER, *Provost*, Temple University

FOR VICE-PRESIDENT: WALDO J. KINDIG, *Principal*, Dwight Morrow High School, Englewood, New Jersey

FOR SECRETARY: GENE D. GISBURNE, *Vice-President*, University of Pennsylvania

FOR TREASURER: OLIVER MELCHIOR, *Principal*, Scarsdale High School, Scarsdale, New York

FOR ONE-YEAR TERMS ON THE EXECUTIVE COMMITTEE:

ROBERT L. AMSDEN, *Principal*, Columbia High School, South Orange, New Jersey

THE VERY REVEREND EDWARD B. BUNN, S.J., *President*, Georgetown University

VARNUM FENSTERMACHER, *Dean*, Hershey Junior College, Hershey, Pennsylvania

CLARENCE A. FULMER, *Principal*, Wilmington High School, Wilmington, Delaware

MITCHELL GRATWICK, *Headmaster*, Horace Mann School, New York

EARLE T. HAWKINS, *President*, State Teachers College, Towson, Maryland

(*Mr. Fenstermacher and Mr. Hawkins are both incumbents on the Executive Committee.*)

FOR THE COMMISSION ON INSTITUTION OF HIGHER EDUCATION, terms expiring in 1961:

LAWRENCE L. BETHEL, *President*, Fashion Institute of Technology

JEREMIAH FINCH, *Dean*, Princeton University

DANIEL Z. GIBSON, *President*, Washington College

ALBERT E. MEDER, JR., *Dean and Vice-Provost*, Rutgers University

ERIC A. WALKER, *President*, The Pennsylvania State University

FOR THE COMMISSION ON SECONDARY SCHOOLS, terms expiring in 1961:

JOHN F. BROUGHER, *Principal*, Woodrow Wilson High School, Washington, D. C.

RHODA E. HARRIS, *Headmistress*, Albany Academy for Girls

WILLIS H. WHITE, *Director of Division of Instruction*, Maryland
State Department of Education

You have heard the report of the Nominating Committee May I have
a motion to accept this report?

(A motion to accept the report of the Nominating Committee
was duly made, seconded and carried.)

NATIONAL DEFENSE EDUCATION ACT OF 1958

DR. EWALD NYQUIST: I would like to take up one item of business, Madam Chairman, before I give my report because it came up early this morning, and it concerns the National Defense Education Act of 1958. There is a provision in it, Title IV, which has to do with college fellowships, the awarding annually of several hundred, or two or three thousand fellowships. A controversy has developed which perhaps you may assist in settling.

Under Title IV these fellowships are granted and then the institution to which these fellowship holders can go become eligible for, under certain circumstances, a kind of overhead that goes to the institution. It is highly appropriate.

Now, under Title IV the Commissioner of Education has been given the authority for the first time in history to approve graduate programs for these purposes. It seems to us highly desirable that the Commissioner of Education be memorialized to use the duly constituted accredited list, the accrediting list of the duly constituted accrediting agencies in exercising that power. If he does not, I need not amplify what could develop.

Therefore I have prepared this resolution, Madam Chairman:

WHEREAS, there is a strong general prohibition in the National Defense Education Act of 1958 against lessening in any way local control over all levels of education;

THEREFORE BE IT RESOLVED, that the Middle States Association urgently request the United States Commissioner of Education to rely on the accrediting lists of the duly constituted voluntary accrediting agencies in exercising his power of approval of graduate programs under Title IV of the National Defense Education Act of 1958.

(A motion to approve the above resolution was duly made and seconded.)

PRESIDENT WELLINGTON: Any discussion?

MR. CARTER DAVIDSON (Union College): I might say that this issue came up at the meeting with the Commissioner in Washington last month and he put himself on record at that time as saying that all that this meant in the Act was that his powers did not apply to accrediting or not accrediting any institution, but indicating whether or not the graduate school or the university with the graduate school met the provisions of the Act itself; and the provisions of the Act itself, I think, are very clear and very simple as to whether they are giving a program which places emphasis upon the training of college teachers, etcetera.

MR. SINGLETON (Delaware State College): It is my understanding that the section of the law deals with graduate programs that are not in

existence or extensions of programs. How can accrediting programs apply automatically to what does not exist today?

PRESIDENT WELLINGTON: Does anyone wish to speak to this question? Would Dr. Anderson like to comment on this question?

DR. ANDERSON: Madam Chairman and friends: I didn't get all of this discussion because I couldn't hear some of it over there, but I think the intent of this resolution is simply to impress upon the officers of HEW the importance of the accrediting associations in relation to the function of approval.

I hesitate to say more because I have been sitting with the Advisory Committee to the Dean, Dean Elder of Harvard University, who has been working on this, and this has been one of the problems—to know what the word "approval" does mean. This is a very, very important matter because at no time in the history of our relationships with the federal government has the Commissioner been given any authority to approve higher educational programs.

I think Carter Davidson has been in some of these meetings, but, Dr. Davidson, having once been in this discussion since the meeting you attended, I really think it would be healthy if this resolution were passed if this group feels that in the discharge of his function as the U. S. Commissioner of Education the Commissioner ought to rely on the judgment of the regional associations. If you believe otherwise you would not favor this resolution.

MR. SINGLETON: I hate to prolong this discussion, but you still haven't answered my issue. It seems to me, unless I am in error, that this law pertains to additions or new programs and I think those of us who were at the meeting in Washington on Monday would realize that the Commissioner would be the last person who would want to infringe upon any accrediting association's prerogatives.

DR. ANDERSON: I think the issue is not quite as simple as has been posed here, that is, the approval of additional programs. It also involves the approval, in a sense, of the quality of work done by the institution at the undergraduate level. There has been a recognition on the part of the Advisory Committee that this is one of the very difficult problems. It is, therefore, almost impossible to render a judgment (at least so this committee has felt) about the quality of the additions to the graduate program without taking into consideration the nature of the graduate program, the quality of the work offered by that graduate school, the quality of the faculty and all that goes with it.

So there is an overlapping here that lies at the very heart of the problem of rendering a decision on the additional elements in the program.

PRESIDENT WELLINGTON: Any further discussion?

(The motion to approve the resolution was duly put and carried.)

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

EWALD B. NYQUIST

Madam Chairman, ladies and gentleman: I wish to enter the clear claim that anyone who has managed to survive ten consecutive years of service on the Commission on Institutions of Higher Education has the privilege of reminiscing at least once on this platform. And so, with or without your permission, my annual report will contain at least one "dollop of sentimentality," if not more.

Someone said recently that it is never safe to be nostalgic about something until you are absolutely certain there is no chance of its coming back. It is perhaps a sign of cranial softness or at least romancing that I do say now that I wish it were still 1948.

We had 170 member higher institutions then. We have experienced exactly a 50% increase since, because we now have 255 colleges and universities gracing our distinguished roster. This is an unusual growth by any standard.

The other evening in a whimsical mood I sat down with a membership list for 1948 and the one for this year. I checked off all those presidents of institutions in 1948 who are among the missing in 1958. The toll has been frightful. Yet it seems remarkable to me that in this day of accelerated rate of change we should have sixty-one of the original 170 college presidents still retaining the privilege of making at least their tenth consecutive annual pilgrimage to Atlantic City as the chief executive officers of their respective institutions. All of you know, of course, that the average longevity of a college president these days is something less than five years.

Thus, balance this fact with the one that 35% of our presidents have enjoyed being chief executive officers of the same institution for at least ten years. Now, either we have a remarkable situation in the "Muddle States Association" (as Mother O'Byrne characterizes our society) or else we have two distinct kinds of institutions in our constituent political subdivisions and, therefore, a bi-modal distribution: (1) those which are very stable and either have very competent administrators or else no problems, or both; and (2) those which have a high degree of instability and, thus, have either capricious boards of governance or unmanageable faculties, or both, in which case you or, more likely, your predecessor recently experienced the warm interest of the Commission.

Madam Chairman, I suggest we consider the formation of an informal group to be known as the Committee of 61, consisting of all chief executive officers who have been president of the same institution for ten or more

years. Annually, in an atmosphere of patrician affability they should be required to recount for the membership how they have managed for at least a decade to make compromises for a living.

Those were the days in 1948, though. Remember all the students you had, the seller's market in every respect, the still rather stable dollar, the ease with which faculty were recruited? A lot of non-profit colleges and universities were even making a remarkable lot of money. Buildings bulged, but so did the cash registers, for money in the form of tuition came in on gondolas.

In 1948 a conquering military hero became the chief executive officer of a member institution of this Association. He subsequently became the second college president to occupy the White House. I cannot resist adding that at least four college presidents have aspired for high political federal office. Three of them made it. All four were from the Middle States institutions. This is because I am sure that the District of Columbia is a captive part of the Middle States territory.

In 1948, remember, the Association of American Universities abolished its practice of accrediting institutions and thereby created such a nostalgia for its particular brand of accrediting that even to this day a substantial number of institutions continue to boast in their catalogs of their accreditation by AAU.

The year 1948, too, was the year when all the statistical experts were predicting that the postwar birthrate would be going down "any year now." The fact that the birthrate has been increasing ever since reminds me of the definition of a statistician: He is a person who has his head in the oven and his feet in the deep freeze and says "on the average I feel fine."

Well, so much for ten years ago. Everyone has a right to waste his own free time. I wanted you to know that I wasted a few hours, a week or so ago, thinking about the good old days and all the fun we had.

And now may I serve you the rest of my concoction for this morning—a Thanksgiving bouillabaisse which I hope is not too unsavory. This report, as someone has said, is not as lightly confected as a lemon meringue, but I hope it is as easy to swallow.

Our schedule for evaluating institutions is full through the spring of 1960; 1961 is the earliest opportunity for any unscheduled, unaccredited institution to be placed on our list. That may seem a long time away for some, but it is not without experience and insight that we say that any institution which is not now accredited and which is not yet on our list of evaluations probably needs at least two years to study its own situation and to get in shape to entertain a visiting committee.

There seems to be an enormous number of unaccredited institutions in our territory. As a matter of fact, in one state I know new institutions are being chartered by the incorporating body faster than they are being accredited by the Middle States Association.

It may interest you to know that through the period 1958-60 a total of 66 institutions will be evaluated by the Commission. Of these, 32 or almost exactly 50% are now non-member institutions. This is hard to believe, yet I swear on a stack of accrediting lists that this is so.

On October 15, this past fall, your Commission sponsored an invitational conference for our evaluation team chairmen in order to improve our procedures of evaluation and to ensure that some desirable degree of uniformity characterizes all evaluations. The chairmen of our evaluation teams are the real and unsung heroes in our accrediting activity. As a one-shot short-term effort the chairmanship of the evaluation team is the most taxing and demanding task I know. The job requires diplomatic skill of a high order, deep insight, a fine sense of equity, compassion when required (and I do not define compassion as the suspension of judgment), courage (which I define as knowing in advance the dangers involved in making decisions and a willingness to face their consequences), a verbal flair (particularly one for the putting of things clearly and briefly in writing). I might add that we should stop criticizing our annual crops of freshmen for not knowing how to write.

Finally, a chairman must have a sense of humor, for without this both the evaluation team and the college visited behave as if a day of doom and judgment were at hand.

In the beginning of the bulletin of accredited institutions issued annually by the Association, there is a statement on the Meaning and Use of Accreditation of Institutions of Higher Education which was adopted a few years ago by your Commission. E. Kenneth Smiley, my predecessor, was its chief architect. It has been a highly useful statement and a most statesmanlike pronouncement of what our society means by accreditation.

Recently your Commission saw fit to change this statement somewhat in order to clarify certain aspects. Following is the revised statement on "The Meaning and Use of Accreditation":

Accreditation by the Middle States Association of Colleges and Secondary Schools means that an institution of higher education so accredited has been evaluated by the Commission on Institutions of Higher Education and has been found qualified for membership in the Association which exists for mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity. Middle States accreditation has two purposes: to help schools and colleges achieve maximum educational effectiveness, and to identify institutions

whose competence in the particular educational programs they offer warrants public and professional confidence.

The evaluation of an institution is conceived in terms of an examination of institutional objectives and the success with which those objectives are in fact fulfilled. Qualitative standards are employed in an evaluation. The whole institution, including all instructional and non-instructional activities, is examined. Accreditation is therefore extended to the whole institution.

Accreditation does not constitute an unqualified recommendation that credits earned toward graduation from an accredited institution be transferred to meet requirements for graduation from another institution. Transfer of credits in any case should be determined by the college concerned in consideration of the objectives of the institution which is to grant the degree and the extent to which credit earned at another institution is appropriate to the articulated program leading to the degree in question. Accredited institutions are presumed and believed to offer commendable educational programs leading to the fulfillment of their own particular objectives. They are not expected to offer work appropriate to the purposes and objectives of all other accredited institutions.

The transcript of an academic record from a secondary school or college should therefore be interpreted in terms of the stated aims of the issuing institution. Since accreditation indicates that in the judgment of qualified observers an institution is in general achieving its objectives, college admissions from accredited schools and transfers from accredited colleges and universities may properly be based largely upon the appropriateness and quality of the individual applicant's record.

When institutions accept students from unaccredited schools or colleges they presumably base admissions on testing and other evaluative evidence in addition to the quality and appropriateness of the applicant's record.

Last year you honored our Commission and all those who have participated in its work by adopting without dissent six major proposals which reaffirmed the virtue of some things we have been doing for a decade, changed certain other policies and, in any case, established our procedures in evaluation for the next ten years.

The two new departures were, first, that we increase the flexibility of the re-evaluation process in order to adapt it to the interests of the institutions when it seems desirable to do so; and, secondly, that primary attention in evaluations be given to the intellectual work of the institutions.

In scheduling institutions for future re-evaluations we have already had reason to make use of our new policy concerning increased versatility in procedures. All significant proposals for change in evaluating procedures for member institutions are brought before the Commission for adoption. We welcome suggestions from the membership for new and ingenious ways by which we can adapt our procedures to the best interests of our constituency.

Annually the Commission has found time to compose and promulgate new documents on good theory and practice in various aspects of higher

education for the guidance of our colleges and universities. Last year we issued three, of which one, on "Functions of Boards of Trustees in Higher Education," has been a dilly, if I may use that word in this situation. This one and several of our others have stimulated a flow into our Executive Secretary's office of daily orders from all over the United States for our documents. Since we charge for our documents I can thus make a good case for the point that your Commission is now even making a profit and has become a proprietary organization.

Some amusing things also happen. Very recently the Executive Secretary received a letter from a college in New England placing a substantial order for our documents and enclosing a check for the total amount due, minus the usual \$10 which we allow for Middle States institutions scheduled for a formal evaluation. This is a new high for inter-regional cooperation.

During the past year we have been busily engaged in the production of three other documents. Our invaluable Executive Secretary, F. Taylor Jones, has done the writing, and the Commission and several representatives from our member institutions have done the criticizing and refining. These documents will be before the Commission tomorrow for final scrutiny and possible approval. Should these documents survive this final hazard (and it is a formidable one), then we shall announce their availability shortly thereafter as follows:

1. Graduate work. While this one is a comprehensive statement on graduate work in general, its inception results from the mounting concern of the Commission with the rapid growth of graduate work in teacher education (or at least aspirations to conduct graduate work in undergraduate institutions). Certain special considerations are, therefore, contained in the document regarding master's degree programs for elementary and secondary school teachers.

2. Criteria of Excellence in Junior Colleges and Community Colleges. This one is sorely needed in view of the rapid development of community colleges in our territory.

3. Conditions and Responsibilities of Employment in Higher Education. This one deals with the means by which colleges and universities attract, hold, and develop their professional staffs; the productive use of academic personnel; and the ethical obligations which acceptance of academic employment entails.

This last document reminds me that our workshop for this evening will be held in the Vernon Room at seventy-thirty in this hotel. Everyone is invited. The subject is "The Conditions and Responsibilities of Academic

Employment." There will be panel presentations by four distinguished participants, namely, Professor A. H. Blatt of Queens College; Jeremiah S. Finch, Dean of the College, Princeton University; Sarah Gibson Blanding, President of Vassar College; and Stanton C. Crawford, Dean of the University of Pittsburgh. After those we will be open for discussion.

We intend to have a lot of fun this evening. I am sure the discussion and presentations will be lively, knowing the calibre and characteristics of our distinguished panel and the hazards and opportunities inherent in the subject for discussion. I hope you come.

All members of the Commission are equally important in the work of the Commission, but some are more equal than others, particularly when it comes to the end of their time on the Commission.

Unselfishness should blush to be discovered, as someone has suggested, and so I am sure will three of our active members after I introduce their names. After today, ladies and gentlemen, these three will no longer be elected active members of the Commission since they will have served to the limit of the consecutive time allowed by the Constitution. They are Richard H. Logsdon, Director of Libraries at Columbia University; Edward K. Cratsley, Vice-President of Swarthmore College; and Millard E. Gladfelter, Provost of Temple University and Vice-Chairman of the Commission. Mr. Logsdon has served seven years, Mr. Cratsley six, and Mr. Gladfelter nine.

Personally, and on behalf of the Commission, I wish to declare publicly our deep affection for these three retiring members, our gratitude for their congenial fellowship, our respect for their unsurpassed individual contributions to the work of this Association, and our best wishes to each of them for an even increased measure of that success which we have so obviously enjoyed in the past.

In closing, may I express the gratitude of the Commission, a creature of the colleges and universities in the Association, for the time and effort given to its task by so many of their faculty and administrative staffs. I voice my own deep feeling of appreciation to my colleagues on the Commission for their loyalty, confidence, and hard work this past year.

Especially do I wish to commend one person. I know he would prefer a discreet silence regarding his name to any compliments I might pay him. Nevertheless, my thanks to our Executive Secretary for his steadfast devotion to the Commission's task, his unwillingness to tolerate shoddiness and to make compromises with excellence, and for his own individual creativeness. I have come to believe that F. Taylor Jones is the sole reason why so many of our committees are successful.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS**DR. R. D. MATTHEWS**

President Wellington, friends of the Middle States Association: It certainly would not be appropriate to have two ten-year analyses, so I have made my report much briefer and I hope it will be clear.

The Commission on Secondary Schools has a new home. We are now located on the third floor of Blanchard Hall at the corner of 36th and Walnut Streets in Philadelphia. We traded places with the Alumni Records Office which needed to be located near the Development Office of the University of Pennsylvania. We have ample room to house our records and operations as well as space to accommodate many visitors. We invite you to visit us in our new location.

Shortly after we moved, although I think unrelated to that act, Mrs. Ruth Primm, our secretary and office manager, resigned to take up full-time duties in her new home which is being built. This was a great loss to us and we deeply regretted her leaving. Fortunately, Miss Jean Merriman, who has worked through the entire cycle of our operation, is staying and Miss Polly Nicklow began on October first the process of learning about the many details of the work of the Commission.

In spite of the move and the staff changes, the recent two-day meeting of the Commission went off smoothly. A large number of requests for postponements raised the total of schools which were considered to 300. In most cases the postponements were necessary because new buildings were being built or old buildings were having improvements or extensions or new districts were being organized. Most of the time, however, was spent on considering the reports of evaluations of about 90 schools, of which 21 were new schools. Actions were taken which extended the list of accredited schools from 906 to 927.

Many requests for evaluations have been received from new schools so that this year we expect to have a total of 120 schools to be evaluated and prospects are bright for 125 new schools to be visited in the next two or three years.

Several actions of the Commission seem important enough to report here and thus be on the record. A member of the faculty of one of the universities in the region of the Middle States requested permission to have students in a class in school administration assigned as observers on visiting committees for schools being evaluated. Although the value to the students was recognized, it was decided not to approve the request.

Points raised in the discussion were: the confidential relation between the schools and the Commission; the possibility that inexperienced and immature students might hinder the work of the committee; the likelihood

that schools would approve such observers unwillingly; the additional work that might be placed on the heavy schedule of the central office; and the possibility that many institutions might request the same opportunity.

A request to use certain of our records in a research study in the field of Business Education was granted provided the schools involved would give permission to the researcher individually. This is consistent with our announced policy of cooperating with those doing research in the area of secondary education.

Two unusual requests were made this year. The Director of the International School of America requested permission to apply for accreditation for his unique school. He plans to take a group of senior boys and girls around the world as a substitute for their senior year in school. Air travel is to be used and stops of varying lengths will be made in the different countries.

A similar request was made for listing the Voyage of the "Albatross" as an accredited school. In this case the boat was to be the schoolhouse while in port and the voyage was to be around Africa and to last a year.

Without wishing to discourage the directors of these projects or questioning the educational value of such experiences, the Commission felt that it would be impossible to apply our present standards and procedures to such ventures and did not accept the applications.

The question of double sessions in schools was discussed again. There are many sections of the Middle States area where even with the most favorable community support and with careful planning it seems impossible to provide adequate housing for the increased enrollments.

Recognizing these hard facts, the Commission agreed that double sessions or staggered schedules would not be causes for immediate removal of a school from the list of accredited schools, but if these arrangements persisted over a period (two years was suggested, but not made a part of the action) the school would be in danger of losing its place on the list. Each case was to be considered on its merits and it was not expected that all schools could eliminate a double shift within two years. It was felt, however, that any school could study the trend of enrollments and make firm plans to enlarge facilities or in some other way provide for increased numbers within a two-year period.

It was the consensus of the Commission that double sessions would weaken the program of a school to a point that it would no longer be acceptable. The burden of proving otherwise rests with the school.

The revision of the *EVALUATIVE CRITERIA* for the 1960 edition was reported to be on schedule and the new edition is expected to be available in June 1960. The Commission approved the policy which was in

force in 1950. A school may choose which edition it uses when being evaluated in 1960-61, but following that year all schools should use the 1960 edition.

A serious situation has developed in the work of the Commission which must be faced. As interest in accreditation increases and the number of schools on the list and desiring to be on the list increases, the load on the staff has increased greatly. Some provision was made a little over a year ago by securing the full-time services of a clerical assistant instead of having a second secretary part-time. This, however, wrecked our budget which was set up on the basis of a part-time worker.

Now we are faced with nearly a 35% increase in the number of schools to be visited this year and Dr. Kraybill needs some help. As nearly as we can tell, this increased load will continue or be further increased in the years immediately ahead. There is need to increase the official as well as informal visits to heads of schools, but no staff time is available to do it. For many years there has been much contributed labor to the work of the Association and its commissions, and we are urging that a thorough study be made to discover what financial support is needed to provide the quality and amount of service which is expected by member schools and colleges. We hope that such a study can be completed soon because the need for it is now.

REPORT OF THE STUDY COMMITTEE FOR THE ASSOCIATION

PRESIDENT WELLINGTON: It is obvious from these reports that these commissions will be busy in the years which lie ahead.

Before I call for the next report, the report of the Study Committee for the Association, may I take a moment to give you some background for this report. Last year, you may recall, the main speaker at the Association convention was Frank Bowles of the College Entrance Examination Board. The title of his address was "The Place of the Regional Association in the Future Educational Scene." The points, four in number, made by Frank Bowles, are as follows:

"First, that this Regional Association, like the others, was founded to improve communication between schools and colleges.

"Second, that it is now accomplishing another purpose, far different—that of accreditation. In the process of change of purpose, the one Association of Colleges and Secondary Schools has become two associations—one of colleges and one of secondary schools, each with its own structure and philosophy and procedures.

"Third, that in these present times, when our American system of education is undertaking the greatest expansion in its history, the maintenance of two accrediting programs, while a laudable and a necessary operation, is not a sufficient role for this or any other Regional Association.

"Fourth, that this Association has the talent, the resources and, what is more important, the experience to accept a role in both the planning and the coordination of the development of education within the area it serves; and that it should turn its early attention to doing something about it."

In the discussion following this provocative address, a motion was made by Father Rooney that the President of the Middle States Association "appoint a committee to give immediate and careful study to the proposals made by Frank Bowles." Such a committee was appointed. The Chairman is Paul Shafer, of Packer Collegiate Institute, and the members are as follows: Miss Irene Davis, Registrar of Johns Hopkins University; Clarence A. Fulmer, Principal of Wilmington, Delaware High School; James H. Quinn, Headmaster of the Episcopal Academy, Philadelphia; and Father Ryan, President of Seton Hill College, Greensburg, Pennsylvania.

An excellent report of the deliberations of this committee was made to the Executive Committee of the Association at its March meeting in

Philadelphia. In line with Father Rooney's motion, the report of the committee will now be made to you today.

The Executive Committee wishes to express gratitude to Dr. Shafer and his committee for their work and particularly to express gratitude to Father Ryan who, in the unavoidable absence of Dr. Shafer, has kindly consented to make the report of the Study Committee.

FATHER RYAN: Madam Chairman, I should like first to amplify slightly the background which you have so generously given. There are certain other statements and phrases in Dr. Bowles' address of last year which I think we need to have in mind as we hear the report of this special Study Committee.

Dr. Bowles, at the end of his address, made certain concrete suggestions and it was these suggestions really which the Study Committee had to examine. These suggestions were as follows:

First, that the Association, having had plentiful experience in the accrediting process, should now undertake to accredit itself.

Second, that there should be undertaken an appraisal of the strong and weak points within the Association's territory.

Third, that assessment be made, if possible, of the rate and type of change that is actually traceable within the schools and colleges of the Association.

Those of you who heard or reread the address will remember that Mr. Bowles substantiated his third point by describing rapidly the amount and kinds of change which were being imposed on the colleges and secondary schools of the country and of this area.

Fourth among the concrete suggestions was that an attempt be made to identify the common problems and existing solutions for them and that ways be suggested for cooperation in dealing with them.

Finally Mr. Bowles arrived at a concluding statement which I think has its own importance to us now. "For the moment it has seemed to me sufficient to point out that an educational association has functions that go far beyond the problems of housekeeping. Established as a forum and a place of interchange of ideas, it must, to justify itself, maintain and advance the purposes for which it was established."

It was, of course, on the basis of the points raised in Mr. Bowles' address that the special Study Committee spent a day of work and deliberation on the 28th of February, 1958 under the Chairmanship of Mr. Paul Shafer. As a result of this day of deliberation the committee formulated and now recommends to the Association the following points:

1. That the President of the Association appoint a Committee on Educational Policy. This committee, by the way, is proposed rather than the commission which Dr. Bowles had in mind. It was our feeling after thinking about this that a third commission, in addition to the already existing Commission on Institutions of Higher Education and the Commission on Secondary Schools, would simply create three associations instead of two.

We proposed, therefore, a Committee on Educational Policy to have as its purposes:

a. The consideration of the educational problems and needs of American education and their implications for the Middle States Association.

b. The evaluation of the activities of the Middle States Association with reference to its objective of fostering fruitful relationships between secondary schools and colleges.

In carrying out its purposes the committee will subject to examination the entire Association, including the Executive Committee and the two commissions. It might look to the membership here present as if what is being proposed is actually a sort of police committee. This is true only to that very limited degree to which an evaluating committee is a police committee. Actually what we had in mind, although it may not appear with total clarity from this recommendation, is a think committee.

We felt that not enough time was given to the sort of pure and applied research which present conditions make necessary. This is not intended and was not intended to disparage in the least the admirable work and very necessary activities of our Executive Committee and of our two commissions, but these commissions and this committee have so much to do in the actual job of housekeeping and of accrediting that there may be things—and this was indeed the burden of Mr. Bowles' thought a year ago—which are escaping the Association as a whole because it does not have an organism devoted to precisely this kind of thing, this examination of rising problems, trends, changes, and so on. So we propose such a committee to be called the Committee on Educational Policy.

2. Our second recommendation is that the committee be made up of ten persons recognized as competent in four levels of education in approximately the relationship of three in collegiate education, two in secondary education, two in elementary education, and two in graduate and professional education. (I stressed "approximately" because the figures add up to nine.) It is recommended that the committee include both academic and administrative personnel.

3. That the committee meet once a year for a period of about three days. One member of the committee felt that five days was a minimum. However, we said "about three days" a year.

4. That the committee be empowered to invite persons who are in possession of information relevant to the committee discussions. The Study Committee is of the opinion that factual information is available and that there is no need for another fact finding agency.

5. That the members of the committee be appointed by the President of the Association in consultation with the Executive Committee, original appointments to be made on a rotating basis; and that a scheme be worked out which will ensure for the future both continuity and rotation. It is suggested that the regular term be for three years with eligibility for reappointment for a second term.

6. That the committee not only report to the Executive Committee, but that it be assigned the responsibility for a portion of the annual meeting program.

7. That the committee be designated as the agency to receive inquiries and suggestions for study from the Executive Committee, from the two commissions, and from individual members of the Association.

8. That the officers of the Association seek a grant from one of the foundations to cover the expenses of the proposed committee.

9. That at the end of a five-year period the function of the Committee on Educational Policy be reviewed with the idea of setting it up permanently by constitutional amendment, if such action be deemed wise.

There is a tenth recommendation which is separated from the above nine only because it does not bear upon the Committee on Educational Policy, and that recommendation is as follows: In addition to the foregoing suggestions which have to do with the formation of a new committee, the Study Committee strongly recommends that the annual meeting time be extended.

I offer this report, Madam Chairman, and I ask the privilege of offering two resolutions for acceptance by the Association:

Resolution No. 1: That the report of the Study Committee be approved and accepted.

Resolution No. 2: That the Executive Committee implement the report as promptly as possible, and that a progress report be submitted to the membership.

Thank you.

PRESIDENT WELLINGTON: Thank you very much, Father Ryan.

In order to expedite discussion of the report and the resolutions or the suggestions made by Father Ryan for your approval, may I ask for a motion to accept the report of the Study Committee?

(A motion to accept the report of the Study Committee was duly made and seconded.)

PRESIDENT WELLINGTON: Now we may open the matter to discussion from the floor.

May we ask Father Ryan to answer your questions because he sat in with the committee and knows the tenor of its thinking.

MOTHER O'BYRNE: I think we are all very glad that one thing we said vehemently should be done was done, and since we are not all very bright or very focused on this particular committee's work would Father Ryan comment on what lines they think they should immediately pursue? We know, of course, the bulge of students and all that sort of thing and that we haven't the buildings, but it is going to be a study committee—is it going to be quite challenging and daring and interesting?

We all know our troubles. Is it going to give us any other directives besides working out solutions to troubles?

FATHER RYAN: Mother O'Byrne, I think that the whole answer to your question depends on whether you are on the Study Committee or not. I hope that would sound like a Protestant answer. Actually, I think that the course of action or the results of the deliberations of the new Committee on Educational Policy are totally unpredictable. I have no idea what it will do.

MOTHER O'BYRNE: Do you feel daring?

FATHER RYAN: I think that in our time and given the impetus that was created in the Association by Frank Bowles' speech last year yes, we might look for a great deal of initiative and daring. I think that this will depend—and this is what I meant actually by trying to get you on that committee—a good deal on the composition of the committee itself, but there is in the Association and there has been for some time past a feeling that we have run out of interest in accreditation in this sense, that accreditation is still an important but surely no longer an adequate purpose, total purpose for the existence of this Association. Therefore, we shall have to branch out into new fields.

It will certainly be the primary task of the Committee on Educational Policy to outline those fields and to put the Association in the line of action which will lead to new activity. I hope very much that the findings and suggestions of the committee will be of such daring and initiative to satisfy our most progressive members without being so radical and untimely as to frighten away our more conservative members.

PRESIDENT WELLINGTON: It seems that some of you want to applaud that statement. Maybe we should.

Are there any other questions or any further discussion? The question has been asked for.

(The motion was duly put and carried.)

PRESIDENT WELLINGTON: It looks as if the President-Elect has quite a job on his hands for next year.

In bringing this morning session to a close, may I say that it is evident from the reports which you have heard that the Association is in a healthy state of growth and that a new stage in its growth is just around the corner. This stage, I am sure you will all feel as I do, will require increased financial support from all of us, increased contributions of our time and of our best judgment, a longer time for the meetings of the Association, and, no doubt, full-time services and longer periods of service for its officers. To this new stage of the Association's development you will be welcome in the years to come.

The morning session of this convention is now closed and we shall welcome you at the afternoon session in the Chalfonte Hotel at two-thirty.

GENERAL SESSION

Friday, November 28, 1958

(The second general session was called to order by President Anne Wellington at 2:35 o'clock p.m.)

PRESIDENT WELLINGTON: Will the afternoon session of the convocation of the Middle States Association of Colleges and Secondary Schools please come to order. Once again may I welcome members, delegates, and guests. I find that my function today is to welcome you.

Our speaker this afternoon is good enough to include the Middle States Association in the ever-growing group of organizations to which he is reporting his findings in the study of the American high school made possible under a grant from the Carnegie Foundation. His reports make almost daily reading in the newspapers, magazines, and educational publications, so important are they to the future of education in this country.

Dr. Conant's distinguished record of service to the country and to its education as teacher, lecturer, scientist, President of Harvard University, High Commissioner for Germany and Ambassador to the Federal Republic of Germany is well known to us all.

It is a pleasure to welcome Dr. and Mrs. Conant, and it is indeed an honor which the Association has conferred upon me to introduce Dr. James Bryant Conant. He will speak on the subject "The Education of the Academically Talented in Europe and the United States."

**THE EDUCATION OF THE ACADEMICALLY TALENTED
IN EUROPE AND THE UNITED STATES**

DR. JAMES B. CONANT

Discussants: Mr. William G. Avirett and Dr. Clarence A. Fulmer

DR. JAMES B. CONANT: Madam President, ladies and gentlemen: In the twenty years when I was a member of that mendicant Order known as College Presidents I learned quickly that discussions about education usually took a personal turn. People usually wanted to tell you about their education, what they had learned or hadn't learned at college, what professors they liked or didn't like, as the case might be; or else they wanted to talk to you about the education of their sons—and now I find at my age it is usually the grandson or granddaughter that comes into the conversation.

What I have to say this afternoon is no exception to the rule that a discussion of education quickly takes a personal turn, but what I propose to do is to tell you something about my visits to tax-supported schools in Germany, in Switzerland, and in the United States; and particularly I want

to tell you something about the study I undertook nearly two years ago of the American public high school.

When I returned from Germany as Ambassador in February nearly two years ago, February 1957, some of my friends asked me what I was going to do now that I had retired. I said I thought I would like to travel very extensively around the United States if somebody would pay for it (the Carnegie Foundation agreed to do that). I wanted to travel very extensively in order to visit public high schools, in order to crystallize my prejudices about secondary education; and then after I had done that for one school year I wanted to travel equally extensively around the United States speaking to groups of citizens who might be willing to listen to me in order to get others to share my prejudices.

As Miss Wellington has made plain, I am in my second year. I have been traveling extensively speaking to groups of citizens and particularly school board members on a statewide basis about some of my findings which were the result of my visits of the last school year.

When I started this study I decided, as I said, that I would like to visit a number of high schools in different sections of the country. Actually, I personally spent a day in fifty-two schools in eighteen states from the east coast to the west coast, from the Great Lakes to the Gulf of Mexico. In these schools I visited I talked to the superintendent, the principal, the guidance officers who were able to tell us a great deal about the schools, to the teachers in small groups of each of the subjects (I suppose I must have talked to at least two or three thousand teachers in the course of my wanderings of a year ago), and finally, at the end of the day, we always asked if we could talk with the student leaders, not more than twenty, and I suppose I must have talked to a thousand high school students in the course of that academic year.

From the students, by the way, we got some very interesting information. We asked that we talk to them in the absence of the teachers or the officials of the school. We learned a good deal about the school. Sometimes their evidence did not always completely coincide with what we had learned from the teachers or the officials in that school.

I had no sooner started on my wanderings than the Russians put up the first Sputnik and then the second and, as you are all aware, the discussion of American education, particularly American public secondary education, became even more animated than it had been before. I found myself engaged in a study of an institution which was the subject of a rather highly emotional debate. As a matter of fact, during this debate people began to ask me questions which it seemed to me quite impossible to answer, such

as: Are you finding out that the American public high school is doing a good job?

This is an impossible question to answer, according to my views. As you may know, there are over 20,000 American public high schools with a senior class—to be sure, 17,000 of them are too small to be doing a good job—but there are 4,000 of sufficient size and I wouldn't know how to go about assessing the work of some 4,000 institutions.

What I set out to answer was a relatively simple question, and it was the following: Do there exist in different sections of the United States widely comprehensive high schools of sufficient size which are carrying out in a satisfactory manner the three functions which my friends who have been in these institutions tell me these schools can perform?

These three functions are usually specified somewhat as follows: First of all, in this widely comprehensive high school, handling all the youth of the community in question, the school will endeavor to provide a basic sound education for all the future citizens irrespective of their academic ability and irrespective of their vocational goals. Such an education will take up about half of the time of every student in the high school. It will involve, of course, the study of English composition, English and American literature, history and social studies, and some mathematics and some science.

The second thing that these schools claim that they could do was to provide a series of non-academic, elective programs which were directed to the development of skills marketable on graduation: stenography for girls, auto mechanics for boys, carpentry, skilled mechanic work of one sort or another.

Third, that these schools would provide another type of elective program, academic in nature, which would involve the study of mathematics as far as the senior class, and would involve the study of foreign languages and a great deal of natural science, too.

I decided I wanted to see whether there were schools that performed these three functions and, if there were, if I could identify the organization and the practices in these schools which in my judgment were satisfactory, if I found them, so that I might recommend these practices and organizational procedures to others who might be interested in my opinion about a widely comprehensive high school.

I chose to go to schools which, as I said, were of sufficient size, for small high schools I believe cannot do a satisfactory job; and I decided to go to schools away from the metropolitan area because I wanted these schools widely comprehensive. That means that they must have offerings of a variety of non-academic elective courses. I wanted schools in which less

than half of the boys and girls were going to college which, therefore, represents an attitude of the parents in the community which I will refer to a few minutes later in this talk.

To sum up what I found: I did find schools which, in my opinion and in the opinions of my colleagues, were satisfactory in these three respects. I found a number of others which were unsatisfactory in one or two points which could be relatively easily changed, one of them being the offering in foreign languages. And, in general, if my sampling of schools be at all typical (and I am not sure it is) then perhaps the greatest fault that I would find with the schools I went to would be the program in foreign languages.

My findings and my recommendations are summed up in a report which will be published in January after I present it to the National School Boards Association meeting in San Francisco on the 28th of January in the coming year. Those of you who are interested can read in that report the detailed recommendations.

They concern themselves with the school which is concerned with a whole spectrum of abilities that one finds in an American community of the type I mentioned. They will be concerned with the very slow reader as well as with the highly gifted student. For the highly gifted student, the 2% or 3% of the population on a national basis, I am recommending strongly the advanced placement program which I am sure is so familiar to this audience that I am not going to take any time to mention it further in my talk.

I would like today, if I might, to speak about one set of problems in this comprehensive high school, and these are the problems connected with the identification and recruiting and education of the group I call the academically talented.

We must define our terms. You may not agree with the definition, but at least for the purposes of my talk perhaps you will accept my definition of a group of students I designate by these words "academically talented."

It seemed to me after talking to these teachers, or many of them, in these schools that there was something like 15% to 20% or 25% of the student body who had the ability, if they were sufficiently motivated, to study with relative ease, shall we say, 12th grade mathematics (which might be trigonometry or an introduction to calculus), foreign languages, physics based on a good knowledge of algebra and geometry.

It seemed to me, further, as I talked with these students, that probably the upper 15% in a school whose distribution of academic ability corre-

sponded to the national norm probably had the ability to do both mathematics and foreign language. I ran in very often to the theory that there were some students who could do one and not the other. This I know to be true from my own experience as a College President and from talking with countless students over the twenty years I was in office as a College President.

Nevertheless, I am fairly convinced that the great majority of those who, roughly, are in the top 15% in terms of academic ability have the ability to study both foreign languages and mathematics. So I shall define, if I may, the academically talented student as a student who can study effectively and rewardingly at high school level both four years of mathematics and four years of at least one foreign language.

Furthermore, it seems to me extremely probable that the members of this group can be identified as a first approximation by the records that they made in the first seven or eight grades, and by the use of these scholastic aptitude tests of one sort or another.

Therefore, I suggested that if a high school knows what the programs are of this top 15% thus determined, you will have at least a rough measure of what the counsellors are urging these bright students to elect. For, you see, in the school I mentioned these students will automatically, of course, be taking four years of English, three or four years of social studies, including history, and then I hope that they would be persuaded by the counsellor to elect in addition three years of natural science, four years of one foreign language, four years of mathematics.

This would be a minimum program for the academically talented. Many of them ought to take a second foreign language and this would be in addition to what I have already outlined, and would make a total of twenty or twenty-one courses with homework in the period of four years.

You may or may not agree with my prescription for the academically talented. Some people think it is too stiff; some think it is not stiff enough. But from my point of view, if we may take it just for the moment, it is something approaching the kind of program I have seen this type of student in some, at least, of the widely comprehensive high schools I mentioned. We can take it as one way, at least, that the academically talented are being educated in the United States.

The question of identifying these students and steering them into this program is, of course, the work of the counsellor or the guidance officer or officers in this school, and I may say parenthetically that in my opinion a public high school should have at least one counsellor for every 250 or 300 students.

Before I go further with this question of the identification and guidance of the academically talented, or the adequacy or inadequacy of the program that I have outlined, let me turn to Europe, for, as the title of my remarks indicate, I want to contrast and compare, if I can, some of the procedures in the United States for educating the academically talented with what I have seen in the four years I was in Germany and during a brief trip to Switzerland when I studied rather intensively some of the pre-university schools in that interesting country.

Let me remind you of the general outline of the European educational system. I will speak specifically about Germany and Switzerland as I have some first-hand experience in those countries, but from indirect evidence I know that the situation in France is not very different nor in Italy or the smaller European countries. Great Britain is another story and, as you know, its educational system has been undergoing some transformation since the end of World War II.

Roughly speaking, the European system, which has been in existence for several generations, depends on selecting from the basic school a small group of students who are believed to have the ability of doing what I call pre-university work. The students are selected, of course, from the applicants and they are selected at age ten or eleven. Those who are not selected or do not wish to be selected continue in the basic school and, with few exceptions, go to work at age fourteen, when their formal education is complete. I am talking about the tax-supported schools both in the United States, in Germany and in Switzerland, but the overall situation with regard to the termination of education and employment is the same for the private as for the public schools.

In Europe this small group relatively corresponds to some not more than 20% of the age group. There are three types of pre-university schools, as you are probably all aware, both in Germany and in Switzerland, one which has the curriculum based on Latin and Greek, and one foreign language in addition to mathematics and science, some history and the language of the country. The second drops Greek. The third type drops both Greek and Latin and substitutes two or three modern foreign languages, and greatly increases the emphasis on mathematics and science.

As you know, these schools are not only highly selective, but have a very stiff curriculum. The students' failure is high, as many as a half to two-thirds who enter at age ten or eleven dropping out for scholastic reasons before the course is finished. Those who finish the course are in a position to pass the state examination of one of the three types, and this certificate which is obtained by the passing of this state examination admits automatically to any university or any part of a university in that country.

As you know, there is no such thing as a liberal arts college or an undergraduate department in the whole of Europe. I remember a distinguished visitor to the Embassy in Bonn who asked me what was the best liberal arts college in Germany—was it Heidelberg—and when I said there is no such thing as a liberal arts college on the continent of Europe I think he thought I was spoofing him. But this is, of course, the fact.

The student who enters a university in Europe is entering an institution dedicated essentially to professional education—the education of doctors, of lawyers, of engineers (though that happens to be handled in Germany in a separate type of university), of scientists, of future scholars, and of teachers in the pre-university schools themselves.

By the way, I have used that phrase “pre-university school” to cover the good schools in both German- and French-speaking Switzerland, as well as Germany, which go by theories of special names.

The liberal arts college being absent, there is little or no chance in a university in Europe to obtain a wider or broader education than that obtained during the school years and obtained as an incident to the professional study.

From the point of view of the European, the students who enter the university have been educated in the pre-university school. Their number, you see, is small by what appears to be our standard. Something like 6% to 8% of an age group of young men enter the universities of Germany and the universities of Switzerland, and I believe the figures are not very different in France or the other European countries.

In our country, as you know, something like 30% or 35% of our youth enter a four-year institution, but, of course, these figures are quite misleading, for the 30% or 35% who enter our four-year institutions are for the most part entering something that is of a general nature, or at least it is not as professional as the faculties are in the European university. Actually, if you carry through the calculation in the United States of the number of young men who are studying law and medicine and engineering and working for the advanced degree of Ph.D., this also comes out something like 6% to 8% of an age group, a figure not very different from the best I have been able to obtain from the European countries or from Great Britain, too.

The contrast, therefore, is in regard to the liberal arts college, or the undergraduate part of a university. As contrasted with Europe, the program which I have suggested as being suitable for the academically talented in the American public high school, would seem inadequate. There is less study of a foreign language; mathematics and sciences are not taken as far.

There is far more concern with education for citizenship, far more concern with the social studies.

But one should point out—and I think this is often a point not understood by laymen—that if the graduate of the American high school or the American private school goes on to a liberal arts college and spends the first two years continuing the kind of program which I have outlined, he or she would end with the same exposure at least, or very nearly that, to the formal academic disciplines which is obtained by those students in Europe who finish the eight- or nine-year pre-university course.

That many students in college don't do this is, of course a fact, but I am only pointing out that one should really compare our American schools plus a year or two of a university to have anything comparable with the pre-university schools of Europe when it comes to the content of the program.

Let me now turn, if I may, back to the United States and compare certain features of the situation I have seen in American high schools with some of those points I have made about the European pre-university school.

The American comprehensive high school, as I have said, is one where there are attractive programs of a non-academic type. In some cities there will be many families who are relatively uninterested in having their children go on to college, and in some communities where they are very uninterested in having them go to a college with a highly selective admission policy. This may seem strange, but I have been in communities where none of the students had the slightest interest in going to well-known institutions whose selective admission policy is usually discussed in gatherings of educators along the eastern coast.

In such communities the counsellor, if he is concerned with the education of the academically talented boy or girl, will perhaps endeavor to identify those who fall in this category as early as the seventh or eighth grade, and point out at least the advantages of academic work and the advantages of going on with further education, and thereby offset to some degree the pull of the local industry for the boy going to work immediately or the pull of the local mores of the community which would have the same effect on the bright girl as on the bright boy.

The problem there, therefore, is not so much of identification as of persuasion or recruiting, and in the case of boys in recent years I think this has been moderately successful because of the interest in engineering and science of one sort or another. In a great number of the schools I went to the majority of the academically talented boys were taking four years of mathematics and three years of science, planning to go on to engineering

schools or to study science in a college or university. The girls, alas, were conspicuous by their absence in the science and mathematics course, and I say parenthetically that I think we are losing some fine potential teachers by this failure of the girls in such a school to respond to the challenge of the academic work the way their contemporaries, the boys, had done.

In the schools of the type I mentioned those in charge often are concerned that there will be stimulus provided for these bright boys and girls so that they may be willing and anxious to undertake the kind of program I have outlined, which is a tough program, requiring fifteen or twenty hours of homework a week.

I would just like to run through these devices, if I may, and point out their relation to higher education in the United States and then compare them with certain procedures in Europe. I am afraid I am jumping back and forth across the Atlantic Ocean; I hope these trans-Atlantic flights won't make you dizzy.

Sticking to the United States still, there are three procedures which I have run into which I would like to discuss very briefly. The first is the establishment of what are called tracks or definite programs carrying definite labels—the label of college preparatory or academic being applied to that program which is of the nature of the one I outlined as being my ideal of what the academically talented should take. Then there would be other programs labeled vocational or commercial or general.

I have been convinced after visiting these schools that this is not the best way of organizing a widely comprehensive high school. I am convinced that by having no tracks with labels and announcing that every program is an individualized program and having good counsellors that one can achieve the same results in regard to the academically talented as can be achieved by having definite tracks or programs.

And some of the disadvantages of the tracks or programs can be overcome. There is less tendency for the school to divide along lines of cleavage based on academic potentialities. There is less danger that if there are parents in the community with ambitions for their children that don't always match the child's ability that they will insist that they be enrolled in a particular course because it is labeled academic. There is more flexibility with individualized programs.

The second method that is often used or very frequently used and pointed to with pride by more than one school man is the ranking of the students on graduation, by averaging together the grades in all the subjects, and the top student has the prize position as the valedictorian in his class.

Now I am going to utter an educational heresy. In my opinion, the practice of ranking students according to their grades and having a rank on graduation does far more harm than good. I am recommending its abolition. I think it does more harm than good because from what I have seen more than one bright student, when it comes to the eleventh and twelfth grade, elects an easy course in which he or she may get a high grade rather than face up to the challenge of the tough course in physics or mathematics or in foreign language. Therefore, as a device for persuading the academically talented to take an academic program I think it has a negative effect.

I have been told, "There is no use advising school boards, as you are going to, to abolish this ranking by class. The people you should address are the admissions officers in colleges." I am now so doing.

Finally, we come to a device which is much talked about, but talked about not by high school people or school people in general, but by the citizens at-large, so to speak, who are interested in education and sometimes by college people, too. This comes under the general heading: "Let's stiffen up the requirements for getting into college and this will have the desired effect on the high school."

I should like to examine that argument in some detail and to do that I will have to take you to a different kind of public high school from the one which I have been discussing, and different from the ones which I spent most of my time in during the last academic year.

I will take you to a different type of school, the school in the suburban community, maybe along the east coast or maybe in the middle west. Many, many such high schools (and I am sure many of you here are familiar with them) are operating in quite a different climate of opinion from the school in an industrial city where less than half the boys and girls want to go on to college.

In the suburban school I think of (I could name a number, but I won't) the families of this community almost without exception demand that their boy and girl go to college, and they make this demand irrespective of the ability of the child. Indeed, in some communities they almost demand that the school get their boy or girl into a particular college, a college with a highly selective admission policy. To say this parental attitude creates problems would be a gross understatement.

In such schools, in such suburban schools, which are well run, there will be at least one full-time officer who is concerned solely with finding colleges which have sufficiently low admission standards to admit the boys and girls whose parents insist on their getting a college education. This is a fact of life. Let's face it.

As long as this situation exists there will be colleges which offer the opportunity for a boy and girl to study in an institution of higher education almost irrespective of that boy or girl's specialized academic ability in mathematics, in foreign languages and in science.

Furthermore, as the recent article by Earl McGrath shows, these colleges, like the state universities, offer a great wide range of programs, programs that cover a great field of semi-professional work; and I think Mr. McGrath has used the phrase that they are comprehensive colleges, comprehensive universities, not unlike the comprehensive high school.

Therefore, the talk of raising in a general way throughout the United States the requirements for admission to colleges in terms of either the academic ability of the entrant or in terms of the courses that this student will have taken seems to me to be raising an issue that is quite false. Each academic institution, of course, will determine its own standards of admission.

I know an engineering school where the head of it told me that the boys to get into that school had to rank in the 99th percentile, the top 1% group, in terms of mathematical ability. There are no objections. No one can object to that particular institution having that particular standard for admission. This is one extreme.

As you know, there are state universities which are required by law to take in anyone with a high school diploma and, as I have pointed out, the diploma may be from such a high school which provides a general academic course which will have little mathematics and no foreign languages in it and may be awarded (I think quite properly) to those who have relatively little talent in the strictly academic subjects.

From my point of view, then, the less said about the relation of the program of these academically talented students to college entrance requirements, the better. I think this top 15% ought to study the type of program I have given because I think they have special talents which ought to be developed while the students are still young. I think they also ought to go on to four-year institutions, colleges and universities, but these two "oughts" are only in my mind distantly related.

Now, if you have followed my analysis of the two types of high schools that I called to your attention, you see how different are the roles of the counsellors in these two schools. In the widely comprehensive high schools with many vocational courses the problem of the counsellor may be to identify the bright boy or girl and, contrary to the family's wishes, urge the student to take an academic program, a good deal of academic work, and go on to college.

In the suburban high school the problem may be to identify the student relatively young who hasn't this academic ability, but whose parents think that he ought to be a doctor, an engineer, a lawyer, and persuade the parents that, after all, it is both a waste of time and more, too, to urge this boy or girl with so little academic ability to take certain types of academic work.

How is the situation handled on the other side of the Atlantic? And now I will ask you to come with me, as it were, on a trans-Atlantic flight. I am going to give three or four illustrations only, and then I am through with what I am afraid has been a far too long discourse on my travels.

The first story that comes to mind concerns a situation in one of the large states in Germany, one that has been in control of the Socialist Party since the establishment of the Federal Republic of Germany. A high official in that state said, "You know, we have made our education free all the way around." It didn't used to be in the Kaiser's time or even in the Weimar Republic. Schools are free and the university is free and the books, I think, are free.

He said, "But in spite of that we have got very few children from the farmers or the workers who have entered these pre-university schools and gone on to the university."

The reason is obvious. Tradition plays an enormous role in Europe and tradition cuts both ways. Many, many families in the European countries would never think of having a boy or girl, whatever his ability in the lower grades, think of applying for admission to these pre-university schools. This is much waste of talent, and it is recognized as such by many thoughtful Europeans.

The second point I would like to raise is the other side of the picture, so to speak. I was talking to the wife of a prominent German in one of the German cities who was complaining bitterly of the schools. (Complaints of schools are not confined to the United States.) She said, "You know, we have a Socialist government in this state and they have monkeyed with admissions to our pre-university schools, and as a result they put in some new-fangled tests to decide who is able to do the work. As a result, some of my friends' children can't get into those schools and, as a consequence, they have to spend their money going to private schools. We're going to throw that government out at the next election." And they did.

I met her afterwards and I said, "Is it any better?" She said, "No, it's just as bad. The other government is doing just as silly things as before."

I was talking to the chief school officer in a Swiss canton and, as you probably know, each canton is independent on educational matters as is each German state, by the way. But, of course, this is state independence, not local responsibility as with us.

I was talking to the head of the school system in a fairly large Swiss canton, and he was describing his methods of selecting out the students for the pre-university schools. I was asking all sorts of specialized questions that I won't go into here, but I said, "Don't you have in this community parents who want their children to go to this pre-university school so they can go to one of the universities in Switzerland and yet these parents don't have children, alas, with sufficient ability?"

He said, "Oh, yes, we have that problem, increasingly. It's very bad."

I said, "What do you do about it?"

He said, "We hold a meeting of the parents of the children of the grades that are going to be selected and we talk to them very seriously. We tell them that this pre-university school or schools are very tough, that they are very hard, that children shouldn't try to get into them unless they have a lot of ability, that they will fail half to two-thirds in the course of the course in the eight or nine years and this will cause serious psychological difficulties for they will have to leave the schooling entirely after they are over fourteen or go back to the common school.

"Then we say, 'After all, this course only prepares students to pass an examination that takes them into a university, and if you study in a university you are going to be a professional man or woman and there's no money in it!' We tell the parents to keep the students in the basic school and let them go to work at fourteen and they'll do much better for themselves."

I said, "Don't you lose some talent that way? Aren't there some bright boys and girls whose families are discouraged and don't have them try to get in?"

He looked at me in amazement, and he said, "But you don't want all the bright boys and girls going to a university, do you? We need them in all walks of life."

It's another way of stating a problem in European terms; I think few Americans would have so stated the situation.

These incidents point out, therefore, the difficulty under the European plan of recruiting students, of selecting them, and particularly of the role that is played by parents on the positive, shall we say, or the negative side of the question of who should be educated along academic lines.

Now I will conclude by reading a memorandum from Mr. Khrushchev—not the one that appeared in this morning's paper about Berlin—that's another story. This is one which you may have read in the papers, which was issued by him on September 20. I am told by a man who was in Moscow at the time that it came as a great surprise to the educators in that country.

Mr. Khrushchev being not without his influence in Soviet Russia, I think what he has to say here is very likely to be translated into action before too long. It is a long memorandum. I am certainly not going to read it all. It is a fascinating document both for one interested in political science and international politics, and in education.

He starts out by saying in the second paragraph: "Our present system of education in secondary and higher schools causes much talk. A great number of critical remarks are made on this subject which, in fact, reflect the true state of affairs. We cannot be satisfied with the state of affairs and with the system of higher and secondary education itself. There are great shortcomings in the work of our schools and higher educational institutions which must not be tolerated any longer.

"Our general education suffers because we have taken a great deal from the pre-revolutionary secondary school which aimed at giving its pupils a certain amount of abstract knowledge sufficient for a matriculation paper. At that time the state and the school were not interested in the further destiny of pupils leaving the schools.

"What is the aim of a secondary school preparing its pupils for matriculation? It is to give them a certain course of academic knowledge unconnected with productive work. At present our ten-year secondary schools"—which, as you know, he is advocating be abolished—"do not solve the task of preparing youth for life, but training them only for entering higher educational establishments. Youth completing education in secondary schools as well as families and the teaching personnel of schools are firmly entrenched in the opinion that this is how it should be, that our secondary schools are called upon to train people only to insure contingency for admission to higher educational establishments, these people, thereupon, getting a higher education.

"Life has long since shown that such an idea about the tasks of secondary schools is incorrect. Even in former days a considerable proportion of youth and girls did not go to higher educational establishments on completion of their secondary studies. In recent years, owing to the growing number of ten-year school graduates, a still smaller proportion of youths are enrolled in higher educational establishments, while the majority of them, on completing their studies in a secondary school and receiving their certificate, prove to be unprepared for life and do not know where to go.

"Owing to the divorce between the program of secondary school education and life, these youths are quite unfamiliar with production while society does not know how to make the best use of these people who are young and full of vitality.

"It, therefore, appears that a considerable part of youth and parents are dissatisfied with this situation and as time goes on the process does not diminish, but grows stronger. I think that this state of affairs should cause us great anxiety.

"We have still inherited from old times the situation in which preference seems to be given to that part of youth who must unquestionably enter higher educational establishments instead of going to factories and collective farms. On the other hand, the remainder are those who have not made good and have not shown any ability and they should go into production.

"This view is fundamentally wrong and runs counter to our ideas and aspirations. Youths completing their secondary school studies think, as a rule, that the only acceptable part in life for them is to continue their studies in higher educational establishments or, at any rate, in secondary special educational establishments.

"Part of the persons who have completed ten-year schooling reluctantly go to work in factories, collective and state farms, and some of them even regard this as an insult. This lordly, supercilious, incorrect attitude to physical labor is also being shown in the family circle. If a boy or girl is not good at his or her studies, the parents and relatives hold out the bogey that if he does not study well, does not get a gold or silver medal, he or she will be unable to enter a higher educational establishment and will be an ordinary worker in a factory. Physical work is, therefore, becoming some kind of scarecrow for children.

"I need hardly say that this kind of argument is insulting for the workers of a Socialist society. Such a radically wrong situation in our society in which people are being reared who have no respect for physical labor and are divorced from life can no longer be tolerated.

"One should say that the practice existing hitherto of creating privileged conditions for entering higher educational establishments for persons graduating from secondary schools with gold or silver medals has been complicating the situation still more. The fact was that teachers used to be influenced by some parents who wished their children to get medals. There are also many mistakes in the practice itself of selection of young people and their admission to higher educational institutions. Although there are competitive entrance examinations for those entering higher educational institutions, it must be admitted that often it is not enough to pass the examination well in order to get into a university. Here, too, the great influence of parents is felt. That is why one can often hear young people trying to enter universities say that after they pass their competitive exami-

nations their parents will have to pass their competition, which will often decide everything."

He then proceeds to say: "How can all these shortcomings be eliminated from our schools?" I am not going to go into the details (you've probably read them in the papers), but they involve, briefly, giving up the ten-year school and giving up what we have been told previously in reports from Russia, that everybody, irrespective of his or her ability and vocational goal, was going to get ten years of an academic education. Instead there will be a polytechnic education and, as I understand it, he proposes that everyone will go to work, productive work, for a period of years before entering an institution of higher education.

He ends the memorandum by saying: "One thing must be emphasized with utmost clarity. Life urgently dictates the improvement of the entire public education tasks in the country."

If I could sum up in a word what I have been trying to say, I might say that we have nothing to contribute to Mr. Khrushchev's and his colleagues' problems on how to improve the educational system of Soviet Russia. Neither, in my opinion, have they anything to contribute to improving ours.

It is interesting to find, however, that parents must be reckoned with even on the other side of the iron curtain. It seems to me that the stories that I have told you indicate that the problems in regard to the selection and recruitment and education of the academically talented are not dissimilar in different countries, but, if I am right, they must be solved in each country within the framework of its traditions and its history, its peculiar social and political and economic situation.

Some of my prejudices about how to improve the American tax-supported high school I have already given you and now I shall be interested in the panelists' comments on my remarks and any questions from this audience. Thank you very much for the privilege of being with you.

PRESIDENT WELLINGTON: Thank you, Dr. Conant, and may I convey the tribute which the Middle States Association wishes to pay you for your unique contribution to education in this country, past, present and future.

Dr. Conant has expressed his desire for a discussion of his views here today. To start the discussion we are privileged to have secured a high school principal, Dr. Clarence Fulmer, who is principal of Wilmington High School (Delaware), a city visited by Dr. Conant, and Dr. William Avirett, the Executive Associate of the Carnegie Endowment for International Peace, who is a former teacher at Deerfield Academy and former Vice-President of Colgate University.

Together these discussion leaders truly represent our Association in all its branches, the independent and public education branch, the secondary and higher levels of education, as well as such organizations in the Middle States as are concerned with education.

May I ask these two gentlemen to stir up discussion on the part of the audience by first discussing briefly Dr. Conant's address, and will they please speak in the order of their appearance on the program, Dr. Avirett to be followed by Dr. Fulmer.

MR. WILLIAM G. AVIRETT: Madam President and fellow toilers of the academic vineyard: The last time, if memory serves, that I went across the Atlantic with Dr. Conant this afternoon he left me in Europe, so my opening comment has to do with the relative merits of European and American secondary education, and following the lead he gave me of personal experience may I report to you an experience which Mrs. Avirett and I had earlier this year at Williamsburg, Virginia, where the merits of European and American education at the high school level were being debated until the exasperated chairman, Holland Sargeant, finally said, "Let's not make this a debate between the ill-adjusted egg-heads and the well-adjusted block-heads."

I think that may be something of an oversimplification, but let's examine it for just a moment. My own experience some ten years ago in going from one European country to another in kaleidoscopic fashion and interviewing the outstanding secondary school students of each country (ten of them were supposed to be gathered in the capitals of the respective countries for these interviews) had this to impress me: In every case, when I came to the question with the individual 17- or 18-year old student, "What do you do in your spare time?" I was told, "Well, I read; I go for a walk by myself; I listen to some music. Once in a great while I play some tennis or I go for a swim."

When this became a practically universal reply, particularly in the Latin countries, I came by a highly individualistic approach to the process of growing up. It seemed to me you could almost sum it up this way. There was an ancient song, as I recall, which said, "Fifty million Frenchmen can't be wrong," but I would then add that fifty million Frenchmen can come up with fifty million solutions for a political question; and I do think, therefore, that if you have this heavy accent on the individualistic approach throughout your education you may get an ill-adjusted individualist.

Conversely, it seems to me that one of the things we can say about our own American high school is that there is a good deal of practical experience in learning to work with one another and, exactly as Dr. Conant

pointed out in his closing remark, since we live in the kind of society where we have got to work with one another by virtue of our institutions and our assumptions, it may be that that is a rich contribution which American secondary education makes.

This leads me to a second observation. You may recall at the very outset Dr. Conant said that there were three jobs for the widely comprehensive high school to do. The first of them was to accept without cavil the realization that its primary job is to give a first-class education to a citizen; in other words, to provide a terminal education. It seems to me we are coming closer and closer to a frank admission of that primary responsibility and I am glad he made that one of his three qualifications.

The second one that he had for the widely comprehensive high school was that it must pay proper attention to the vocational training which was part of its mission. My only comment there is that I am glad he brought that out and I hope that it will be accepted that the vocational training has just as much validity, that the professional standing of those engaged in the vocational training is just as frankly and freely recognized, and that we will not make of those who do receive as part of their high school education vocational training second-class citizens in our thinking.

Then he came, of course, to the college preparatory work and here I come to a comment that takes exception to the definition that he made. As I recall the definition, there was a considerable amount of mathematics and one of the sciences and of language in the kind of proposal for the four-year course.

As one who was a promising mathematician up to his sophomore year in college and at that moment was lost somewhere in differential calculus, I think in the year 1913, and has never been found since, I can only say that I would like to speak up for certain other possibilities in that definition.

I am reminded a little bit of the Texan who went to his first Quaker funeral and after a while the silence grew too much for the Texan and he said, "If nobody cares to say a word about the late departed, I would like to say a word for Texas."

In precisely that spirit I would like, as the head of a history department for seventeen exciting years, to say a word for the social studies. It seemed to me that in that definition a greater degree of flexibility might have been enjoyed, that we might have had more training, for example, at least permissive, in the social studies. I would base my case on this great oversimplification of a broad thesis.

I think it is a magnificent thing for this country in its present dilemma to emphasize the training of the scientists who can reinforce over the

years the scientists we now have engaged in maintaining an impasse with the Soviet Union, but I will also stipulate that none of us wants to live with an impasse for all eternity and we might, therefore, do well to train those in the social sciences who will have the skill in negotiation and we might do well to train those in the humanities who will provide that solid, basic foundation on which all international understanding must be erected if we are going to get out of the impasse.

Now I come to one or two final points of cavil, perhaps, or simply of supplementary remark and then I am through. First, in talking about the gifted I was very glad that Dr. Conant pointed out that only about 2% or 3% of us are highly gifted. I am also told by the psychologists that they represent a very dangerous element in the population. In other words, they have so many gifts that the chances are they will go through life able to do almost anything and, therefore, shoot at life with a shotgun and never perhaps score a bull's-eye with a rifle.

Then he promptly extended from the word "gifted" to the word "talented" and we were reassured to find that approximately 20% of us are talented, and that I am happy to deal with, but I want to add one other word of my own—and that is the word "able."

I remember a classmate of mine who came to college with me in September of 1912 who could not by any stretching of the definition at that time have been labeled as either gifted or talented. He turned out to be, as life went on, an excellent Assistant Secretary of War, a very able High Commissioner of the United States in Germany; he is now the President of a rather well-known bank and the head of a very well-known Foundation, sometimes called the General Motors of the Foundation world.

I would stipulate, then, that some provision must be made for the able student and that, therefore, we are talking about at least the top quarter of the normal class. That leads me also to one other point of definition.

Dr. Conant very properly was talking about the American high school because his study concerned itself with it. He might have in his comments about the talented and the able said exactly the same thing as he implied for the great religious schools of the country and also for the great independent schools of the country.

There was a time a great many years ago when we had the leisure to argue about the relative merits of different kinds of schools, but in 1958, when every classroom and every teacher in the nation is needed and still will not be adequate for the job we have to do, I think it is a rather wonderful thing that in our thinking we include them all and glory in their diversity.

The final point I leave to a far more qualified gentleman than I, because, after all, the man who is actively engaged in administration in one of our public schools today knows the need for good counseling. But I would just like to add my own fragmentary comment.

I started out, in the days when I was a so-called education editor of a metropolitan newspaper, on the assumption that simply because I had gone to college in New England the sun rose and set (the academic sun) in New England. Then to my astonishment I discovered that quite a good deal of the educational process was going on in the neighboring states. Eventually, as my travels included the entire country, I came to the realization that it is a tremendous enterprise in which we are all engaged with a perfect wealth of opportunity in all of the different sections of this country.

Therefore, I would say that in counseling both the student and the parent today a realization of this wealth of opportunity must be kept constantly in mind and that the counsellors in our secondary schools today have a very high responsibility for giving the best possible informed advice to those who want to go on, who are among the gifted and the talented and the able.

PRESIDENT WELLINGTON: Dr. Fulmer.

DR. CLARENCE A. FULMER: Madam Chairman, Dr. Conant, Mr. Avirett, ladies and gentlemen: I suppose I was chosen for this position because I represent the extreme opposite of Mr. Avirett's background. I went to a country school, one-room school, a one-teacher country high school, a mid-western small school of less than 300 pupils; and then to that small university, the University of Pennsylvania.

Somewhere in his remarks Dr. Conant said that this school of his, this high school, the ideal high school, must have something around a thousand pupils. (He has said this in former speeches; I don't think he mentioned that today.) It has been mentioned that perhaps this emphasis on size might be misplaced. There may be combinations of schools, let us say, of the suburban population and urban population of the small urban area that might give two diverse student bodies; by combining two 500's you might not have a real thousand. You might have just two different student bodies united.

It has been said that there have been so many small good schools, independent schools and public schools, that this emphasis on size may be misleading.

There is another factor to this that Dr. Conant has mentioned in former speeches, that if you don't have size you can still buy quality if you are willing to pay for it, particularly in the tax-supported institutions. In other

words, you may have small classes in a small high school that are perhaps better than the larger classes, the more average size, in the larger high school. They are not as economical, but may be more effective.

It may be that the headmaster or principal in a small school has more influence, direct contact with the student body than he has in his larger school. And that is, I think, a loss. I feel it all the time. I do not know my students by name. The school is too large that I try to serve.

In some areas transportation is quite a problem to get these larger student bodies. I always sort of question moving pupils thirty or forty miles in some places to a regional high school. There is certainly time lost here that is valuable for something else. And in some places they have been transporting teachers. The Catskill area I believe is doing that. They are transporting specialists to the smaller schools and thus attain the same purpose.

This basic criticism, if I may call it that—although I hate to criticize Dr. Conant because I think he has done more for public education in the last year than any man has done in the last ten or twenty years by his informed constructive analysis of our problems—but he has not stressed the qualitative. He hasn't stressed the formation of pupil character. It has been quantitative, so many units. He hasn't stressed qualitative teaching. He hasn't stressed the training of the teachers involved and evaluation of the outcomes.

You might assume by hearing him that he thinks twenty units or twenty-four more than we have now might solve our present problems. I know he doesn't mean that, but I hope that the emphasis of this phase of education will not be lost sight of in trying to mechanically work out a new curriculum.

I have no quarrel with his language requirements. I do say, however, that you often find people take four years of a language who go on to college and waste a year or two until they are properly placed; and oftentimes a two-two combination will lead to at least time-saving on the part of students because they are tempted sometimes to change to another language. Maybe they have had four years of French and then go to college and take German. From my experience it has been fatal in many cases. They just can't keep up with the speed of the college that is geared to at least a two-year background in that particular language.

About rank in class: I had the pleasure of meeting last year with the College Registrars and the Directors of Admission here at their annual session, and I think in general they stress this rank in class, but I think they are understanding enough to know its limitations. I believe I have

heard say that, after all, this is about the best indication of the general ability of a pupil.

I would sort of hate to scrap the idea. I think it is understood by the College Registrars that there are other factors than rank in class and they can tell with some people by the schedule they are taking whether they are trying to evade or not evade hard subjects.

I want also to add to what Mr. Avirett so ably stated that there is a danger that Dr. Conant's program would be misinterpreted as being a program for the gifted, the talented or the able. He made it quite clear that is not true, but in the interpretation given to it by boards of education and legislatures, and so on, it is being so interpreted. At least in Delaware I have gotten that interpretation after he appeared there a couple weeks ago. It is to strengthen the feeling of better education for these talented or gifted pupils.

By the way, in some suburban areas it may be 50% of these people, in some urban areas maybe only 5%. They tend to strike an average. The socio-economic background of the student bodies and their parents is of great importance here in determining what proportion of these people have the heredity and the home background that will lead them to be able to be in this intellectually gifted or able class. It is pretty hard on us principals in the urban central schools to be compared to these better situations in the suburban areas and have the same results expected from a different kind of student body.

It is also perhaps a little bit dangerous for anyone to stress his education for the able too greatly. In my humble opinion, these people have pretty well been taken care of all these years, the people who are going to college. It is the ones that are not going to college—these other two tracks that Dr. Conant spoke about—on which our future rests.

Look at the population of China—650 million people. That means that they have about five times the number of able pupils, in perspective, than we have, or close to it. (We'll be up to that in a few years if the population growth continues.) Even Russia has more able pupils than we have. I think our supremacy, economically and politically, as a nation will depend upon fulfilling our dream of educating well all of our pupils. Mr. Avirett spoke of this, but I will read just a bit from a manuscript that I had prepared on this particular point, and the main points have been taken by Mr. Avirett.

What we need is to have Dr. Conant, or someone of his capabilities and prestige, outline a program for the average and below average pupils that we are now detaining in high school either by law or social pressures

to the normal age of high school graduation. Who will tell us how to motivate these pupils to the extent that the Russian high school pupils seem to be motivated? The counsellors have no problem motivating for college.

I do throw in just a word of caution there. I was a little bit shocked two weeks ago when a teacher called me to her classroom and there a boy was slumped out cold in a chair. I recognized him as a most able boy in his class. We rushed him to the hospital and the doctor's first diagnosis was a heart attack. The second diagnosis was physical exhaustion. The boy was carrying five solids. He was carrying a major a-curricular assignment. He had a job after school, two or three hours after school each day. He had a stepfather and he lived in his stepfather's home, and he had to do some housework after he came home—do the dishes, and so on. That boy just couldn't take it any longer.

There is a danger that we pile on and pile on until the normal heritage of youth is forgotten. That's a part of the American dream, too. Even in Russia and in Germany they are recognizing that there might be too much over-stimulation, too much threat of failure in the picture for these able or talented pupils.

What type of gainful employment will there be for those who drop out of school before graduation?

Unless someone answers these questions, deterioration at the spreading base of the high school pyramid may topple the entire structure. So I want to add my plea for better guidance, but somehow to get greater prestige for the 60% who have been called "forgotten" and somehow to stimulate them through some kind of glamorous courses that I have not heard defined. I have always failed to find the content of these good general curricula or general courses that people propose for these people at the bottom of the scale. I think we need to keep these people in mind, and on them and on the average and on the below average, and raising their standards and their motivation both economically and politically—upon them rests a large part of our future.

DR. CONANT: I will try to reply briefly to the very interesting comments and the points that were raised by the two members of the panel; and I thank them for their kind words.

Let me confine myself to our points of disagreement. In regard to Mr. Avirett's remarks, I am reminded that when I was a College President for twenty years whenever I made a speech about the medical school, somebody objected that I hadn't mentioned the law school; or when I mentioned the law school, that I hadn't mentioned the College. I think the issue between Mr. Avirett and myself is the title of my remarks and the subject.

I define the academically talented as people who have the ability to handle mathematics and foreign languages, and this is the group who end by getting the state certificate in Europe, I submit. If you haven't got that ability, you don't get the state certificate and you don't go to a university.

I don't think you can talk about education in the United States and in Europe without using some such definition. Many people do and have been talking quite vigorously about how we might Europeanize American education without taking into account this point which I tried to emphasize by my definition. It's another speech (and I won't make it here) on just what it would take to Europeanize American education, but to this audience I would only like to emphasize that one of the six things you would have to do would be to abolish all the four-year liberal arts colleges—not a very popular move!

For the rest I think he and I are not in disagreement. If I were speaking about the able student, to use his phrase, which would cover I agree a much larger group, then this is another subject and this would then take me into the problem that Dr. Fulmer raised—

Perhaps before I do that I should say a word about Mr. Avirett's question about the social sciences, and I'll be quite frank. Perhaps he wouldn't agree, but I have recommended three years of social sciences, three or four, for everyone. I am not sure whether he is arguing for more than four. I would have argued four if I had been able to find in the schools I visited a consensus of people whose judgment I trust that there were now worked out four years of social studies that were worthwhile at the high school level. And if somebody will show me the content of those four courses I shall be glad to incorporate it in my revised recommendations.

I think the problem of developing worthwhile four-year courses in social studies in the kind of high school I am talking about is one of the challenging problems of American education. And as far as the further development in the social studies in many fields or in the humanities, such as philosophy and logic and such, that is to my mind something that should be done at a maturer age and is a function of college. Therefore, the hopes for peace by having future citizens who are able to think in wide and broad terms I should think was a problem which, in many ways, rests on the development at the college level.

Turning now to Dr. Fulmer's remarks, it is a long issue about the small high school. I didn't raise it here. This is a speech I make to legislatures. The size he states is higher than the one I am using in my remarks on this subject.

I am saying that in my opinion, and that of many others who have studied this subject, a high school with a graduating class of much less than a hundred has great difficulty providing for the academically talented as well as providing broad educational vocational programs, except at exorbitant expense. I still hold to that position and would point out that this is not an invention of my own. This is exactly the position taken officially by the American Association of School Administrators, which includes almost all the superintendents of education in the United States.

It is a long argument and I won't go into it here, but it does turn on this question of what you consider a proper education for the academically talented on the one hand, and whether you want in a widely comprehensive high school a variety of vocational courses.

On the academically talented, I would like to make it plain that nothing I am recommending is new. My report is open to the serious charge that it is conservative. Everything I am recommending I have seen. All I am saying then is that there are many schools I have visited in which the program I recommend was being elected by a majority of this top 15%. I am recommending that other schools do likewise. Therefore, it is neither new or novel or, I think, impossible.

However, since I have seen many schools where this was not the case, schools in which the bright boys and girls were not even studying three years of English, I can't agree with Dr. Fulmer that there is no need for improving the education of the academically talented. There is in some schools I have been in; in some there is not.

When you come to the wide spectrum he speaks of my answer would be: develop your vocational courses. Of course, in a city like Wilmington, where you have a separate vocational school, this is another problem. But I am talking about cities and communities where the Smith-Hughes money may be used in the comprehensive high school, and under those conditions, if he will read my report, he will see that I have been in schools where as much as two-thirds of the boys and girls are what I call committed students. They are electing courses either of a vocational nature or this academic sequence which seems to them worthwhile and they know why they are in school; and this attitude carries over to this general academic work which should be the education for all the citizens.

Therefore, I think the ideal for the whole school, including the very slow readers (and there is a whole recommendation on that in my report), is one of seeing that the students elect the kind of program that seems to them worthwhile.

PRESIDENT WELLINGTON: It seems to me that the speakers have stirred themselves up. I hope they have stirred up the audience to ask questions of them. If you will be good enough to give us your name for the record, will you also be good enough to tell us to whom you direct your question. The meeting is open now for questions of our speakers of the panel.

MEMBER: Dr. Conant spoke several times of the stiffness of mathematics and modern languages for these talented pupils as though that were the only merit of them. I would like to ask if that is the only merit or even the chief merit. I might say that if stiffness is the merit we have in my time eliminated two languages that had more stiffness than the modern languages.

DR. CONANT: No, I am not advocating them because they are stiff, although it is a fact they are, and the students all say so. I am taking a great deal of the evidence from our discussion with the students and the amount of homework that is involved, but surely the argument for studying anything isn't because it is stiff.

What is the argument for boys—and with all due respect to the ladies here let me argue the boys first because I think it is a simpler case—who have mathematical ability studying four years of mathematics in high school? It is the same reason that I say a boy who is over six feet and can throw a basketball ought to be on the basketball team. He has talents that could be developed and he ought to develop them. If he doesn't, a whole series is closed to him—the career of being a scientist, an engineer, being a doctor, perhaps being an economist. After all, this mathematics only takes you to the point where you are ready to take calculus in the college. Therefore, I say the reason for developing a talent is because you have it and the same applies to the foreign language.

The foreign language which I am emphasizing is the modern language, although Latin might be the second language or if you study Latin, at least four years, then I say the purpose of studying the foreign language isn't because it is tough, but it is to come to something approaching a mastery of that language. Why? Because having mastered one foreign language you are then in a position to master another foreign language with relative ease. This I think all the foreign language teachers here would agree to; it seems to be a widely accepted dogma among the profession and there is a lot of evidence for it.

Do we need people, engineers for example, who are able to master another foreign language? Well, if you take the struggle with Soviet Russia seriously we certainly do. We send engineers into countries who can't speak

the foreign language and will never be able to learn it because they have never learned to speak any foreign language.

General Greunther was speaking on the same platform with me out in Iowa and gave some figures on the Foreign Service. He said that of the numbers who are applying for Foreign Service those who had capacity for any foreign language was dismally small. Therefore, in terms of the product and not because it is hard, I think those who have the talent for foreign language and those who have the talent for mathematics ought to develop those talents. The others ought to stay away from those subjects.

(Applause)

PRESIDENT WELLINGTON: May we have another question from the floor?

DR. WOLF: Dr. Conant, you recommended four years of study of foreign languages and, if I understand you right, the four last years of high school. I am afraid that we are wasting the best part of our talent in foreign languages if we start that late. I think it is much easier for a student to start studying foreign languages at, let us say, the fourth grade and even if it takes four years it is much easier from the fourth to the eighth grades than in high school.

DR. CONANT: I am very glad you brought that up. As you know, in a number of public schools and, I dare say, private schools, too, language is being begun in what corresponds to a lower grade, seventh or eighth grade. I have been in schools where they are doing a great deal about that and it will gain momentum. This is certainly a very worthwhile experiment.

I haven't yet seen, though I think I shall before long, a school in which this has been operating long enough (I am speaking about a public high school) so that the final product is the equivalent of four years of foreign language studied by those who have ability; in other words, something approaching mastery. In the schools I have been in they hadn't yet worked out the difficult problem of articulation between the lower grades where the languages were being taught in conversational ways and the hard work which is necessary, however you approach a foreign language, before you get the ability to speak it fluently and read it with ease.

I agree with you that it may be eventually the solution to this foreign language problem will be to start it in the grades. I have a worry lest some school board say, "Well, we don't have to do anything about the two years in high school admittedly, but we're going to start it all in the lower grades." That will take quite a long time before those lower grade students become the engineers I want who can handle a foreign language. You should do both, in my opinion.

DR. HARRY LEVY (Hunter College, New York): My question is addressed to Dr. Conant. Is it reasonable to suppose that the academically gifted (as he well calls them) or academically able can be satisfied in their need for education in English literature and in social sciences with the same English literature and social sciences courses that the non-gifted take?

And conversely to Dr. Fulmer: Is enough being done to produce this alleged well-rounded general education for those to whom it is rank cruelty to expect them to think at the level of abstractions which is even too low for the higher ones?

In other words, what I feel we do is not to make the curriculum work which will square with our belief that there are different levels, and I believe that this is a cruelty both to the higher ones and a more exquisite cruelty to the lower ones.

DR. CONANT: I am glad for this question because it gives me a chance to say something for which there wasn't time in my remarks. It is one of my recommendations. This concerns what in the profession is called, as you know, ability grouping and heterogeneous versus homogeneous grouping. While my emphasis in the individualized programs was against tracks, if I had had time and had been considering the study of English and history and the mathematics required of all, I should have said that I am recommending at least three groups by ability—subject by subject, however; and particularly I am recommending that the very slow readers (this does give me a chance to make another part of my usual speech) who are reading at the fifth grade level in the ninth grade, who will be as much as ten or fifteen percent of many of the high schools I've been in—that these students be handled by separate teachers, with separate books.

I have been in classes, to give you the other side of the picture, where I have said to the high school teacher who was a great believer in heterogeneous grouping (and, by the way, I've been lectured at on both subjects and for a small fee I could argue both sides of the case), "Now, you say you have one textbook and you have no ability grouping in the school."

"Yes, we don't believe in it. It's socially undesirable."

Then I have said, "That's interesting. You have probably two or three boys in your class who are reading at the fifth grade level."

"Yes, we have."

"Can they read the textbook?"

"No."

Then I have asked, "Well, then, how much do they get out of it?"

"Something."

This I doubt.

Now I turn the microphone over to a man who really has to handle these problems.

DR. FULMER: I can't answer the question, but at the school at which I am principal we have been doing what Dr. Conant has said in this grouping for the last five years. In English we have five levels, but the big average is still between the IQ of 110 and the IQ of 95. We have a big middle and there is still a lot of leeway there for more grouping. However, it becomes a physical impossibility to make out a mechanical schedule even in a large high school to have all this grouping work out in every subject level. It becomes a gigantic chess board to be able to schedule pupils individually as Dr. Conant has indicated it should be done.

We have been trying to do this in the school I represent, but there is a tendency, which I point out again, for schools and teachers—and the teachers in these lower groups have not been trained by anybody, as far as I know, or not enough of them at least—to water down former abstract academic courses to these lower levels and not to develop entirely new courses and new materials for this great group who are now staying in our high schools—and more staying each year.

This is still a challenge, as far as I can see, to college people and to teacher-training people to develop teachers and materials that will fit into these lower levels, that Dr. Conant has pointed out.

PRESIDENT WELLINGTON: We have time for one more question from the floor. Perhaps we could have a question that you would like all three members of the panel answer.

MR. GEORGE NEIL: I don't know whether all three gentlemen would like to answer this question. I would just like to know what basic criteria Dr. Conant used in selecting some fifty high schools of the four thousand which he thought were worthy of giving science and mathematics.

PRESIDENT WELLINGTON: Perhaps we could have the answer to this question, and while it is being answered would you like to think up a final question to be answered by all three members of the panel.

DR. CONANT: I hope there is no implication in your question that because I happened to visit these schools it means they were particularly outstanding. No. I decided to limit the particular schools that I visited. There were forty of them that were widely comprehensive. Another twelve I went to for special reasons because they were well-known to have some particular new development I wanted to see. A few were suburban high schools, and there were one or two in the large cities.

The forty schools in which I directed my prime attention were schools of sufficient size, a graduating class of a hundred or more, and that were

in cities a distance from a metropolitan area because I wanted to examine schools that would have a lot of vocational programs, separating them out, therefore, from the suburban high schools where often there are no vocational programs just because the families don't want any of their children to take them, as you know. These are ways in which a suburban high school will differ from the one I saw.

Then I did ask my friends in these eighteen states, people I knew who knew about the schools, to name a couple dozen in each state or dozen schools that they thought were doing a good job in these three respects. Then I picked from those very largely on the basis of travel plans.

PRESIDENT WELLINGTON: Now may we have one very special final question that someone would like to pose. This is a real challenge to the audience. I think the panel has done very well in being stirred up. Who would like to ask that one final question?

If there is no such final question, may I thank Dr. Conant, Mr. Avirett and Dr. Fulmer for their contribution to this afternoon's session, and in bringing the 72nd convention of the Association to a close may I thank also the many members of the Association who have given endless time and brought their talents to bear on the affairs of the Association.

May we invite you all now to a reception in the Lounge of this hotel to meet the afternoon speakers, and Mrs. Conant and Mrs. Avirett, as well as President-Elect Gladfelter, and to have tea and coffee with us.

(Applause)

(Whereupon, at 4:10 o'clock p.m., the convention was adjourned sine die.)

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**The Conditions and Responsibilities of Employment in
Higher Education**

DEAN S. A. NOCK, Cedar Crest College

On the workshop panel were President Sarah G. Blanding of Vassar College, Professor A. H. Blatt of Queens College, Dean Stanton C. Crawford of the University of Pittsburgh, and Dean Jeremiah S. Finch of Princeton University. Dr. Ewald B. Nyquist, Chairman of the Commission on Institutions of Higher Education, presided, and before introducing the panel briefly called attention to the general interest in problems of academic employment, financial, social, and professional. The Commission on Institutions of Higher Education is emphasizing more than ever the intellectual effort and life of an institution; and in this, of course, the status, welfare, and competence of the teaching staff are essential matters.

President Blanding said that a college makes a contribution through curriculum, faculty, and method of instruction, and that to both curriculum and method of instruction faculty is of primary importance. Consequently, the responsibility of the president in appointing faculty members is more important than any other responsibility, and may result in the highest distinction. A president needs the help of deans and department heads, however, and would do well to have an advisory committee elected by the faculty to help with selection and interviews. The interview must assess scholarship, teaching ability, and personality; and enough time must be given to it to permit a candidate to meet various members of the faculty and administration easily and frankly. A written offer of appointment should be specific as to salary and duration, and the contract should contain clearly stated all relevant data.

The question of tenure is always difficult. It is up to the president to decide on permanencies, but at the same time he must have faculty advice; and sometimes it seems to be hard for faculty advisers to make up their minds. There is a danger that a faculty member with tenure may rest on his laurels and contribute little to the institution. During later discussion, it was pointed out that it should be proper to call faculty members to account periodically; and if an instructor can stand only on tenure, he should be dismissed. If the faculty has participated in establishing criteria for tenure and advancement, the sluggards may be stimulated to improve because they know they will not get sympathy from their colleagues.

Professor Blatt discussed outside employment of faculty members. It is understood that institutions should demand full-time work from faculty members; but until institutions pay salaries comparable to those paid by

industry, they cannot demand undivided service. In business, undivided service means about 35 hours a week and no similar service for a rival business. Of course, it is impossible for a faculty member to do his work in 35 hours a week; a reasonable minimum might be 48 hours a week. No institution should demand every waking hour of a faculty man's time, nor, on the other hand, should a faculty member who has a full-time teaching schedule do additional teaching. Too much teaching makes a dull teacher! Otherwise, once academic responsibilities have been met, a faculty man's time is his own, to do anything or nothing. He might work in a broker's office, or build a miniature railroad, or engage in personal research, or write popular songs; but if he fulfills his obligation to the institution no one should object to whatever he may do. His outside work may increase his value to the institution, and if it does it should be thoroughly encouraged. If it interferes with his proper work, however, it should be discouraged.

Dean Finch spoke on conditions of employment which encourage and reward good teaching. Colleges are concerned with enlightenment, and freedom is necessary to enlightenment. A faculty member must have freedom in his work. This does not mean what it has been to mean in Europe: here not the faculty but the trustees are the controlling group in an institution. Nevertheless, a faculty committee that is not merely advisory to the president, but may communicate directly with the trustees, is often a steady influence.

A faculty member must be free to teach but must have clearly in mind the distinction between education and indoctrination. He must be free to do research, or better expressed, engage in scholarship, for that means individual growth, and individual growth directly affects teaching. A scholar should write out his ideas so that they may be shared in the present and in the future. Publishing is a form of teaching, a communication of ideas, not altogether distinct from instructional activities.

Faculty members should feel that they take part in the whole activity of the college, and consequently faculty committees are a valuable part of faculty life. Faculty members should live with reasonable security; they should have adequate salary, housing, hospitalization, and insurance, and scholarships for their children. Since faculties are necessary to the intellectual enlightenment of our nation, they make our colleges our best hope and must be generously encouraged.

Dean Crawford discussed institutional responsibility for faculty development. Administrations must set high institutional standards and provide suitable financing to meet such standards. Salaries, fringe benefits, advancement, tenure are all involved. Tenure will improve a faculty only if it is awarded under a carefully conceived plan which gives protection against

premature tenure. An administration must always guard against irrelevant pleas for tenure and adhere to strict criteria worked out with faculty assistance. Equal rates of salary increase and automatic increases are both undesirable; sometimes lowering the teaching load of a useful scholar is a greater encouragement. Although the administration is responsible for promotions, there should be as many estimates as possible from colleagues as to teaching ability, publications, and so on, and the faculty members who engage in such assistance should have time for it. Sabbatical leaves must not be automatic, but must meet institutional policies and reward merit and industry. Substandard activity should never be rewarded, however long it continues.

The administration is in a position to help faculty members help themselves because it is to administrative officers that information comes about fellowships, grants-in-aid, and other opportunities for study and research. The natural inertia of some faculty members can be eliminated by administrative stimulus. More important perhaps, the dean or the department head should have a conference each year with each faculty member to establish professional progress and help instructors upgrade themselves. Systematic staff development is a matter of planning and the responsibility for faculty development is institutional.

There was considerable discussion from the floor and a good deal of give and take by the floor and panel. There were two points of view, for instance, on faculty housing and scholarships for faculty children. On the one hand, such benefits are of great help to faculty members, for it must be admitted that at this time salaries are not adequate. On the other hand, it might be desirable to plan to put all possible funds into salaries and let faculty members take care of their own personal affairs.

Diversification of graduate preparation of faculty members is desirable, otherwise instructors may be too much alike. It is sound policy to have difference of background among faculty members: it gives liveliness and flavor to the group.

Rewards for good teaching build a firm faculty, and may take the form of opportunities for continuation of research, especially for young faculty members who have been in an institution only three or four years. They often need such opportunities more than older members on tenure, and can greatly increase their usefulness to an institution. Such research need not result in the usual printed scholarly article, but may take the form of excellent course outlines or other improvements in teaching.

Trustees must support administrators in cutting down vested interests among the faculty. Autonomous departments may become more concerned with their own interests than with those of the institution. At the present time when we are troubled by financial problems, it would be wise to engage

in a pruning operation, eliminating from the catalogue such courses as are the special favorites of departments or faculty members but not of particular value to the institution as a whole.

The question of faculty self-government is one that can be misunderstood. We must remember that the faculty is in charge only of the educational policy of the college, and that a committee for direct conference with trustees is desirable; but that it is as far as faculty self-government can go.

COMMISSION ON SECONDARY SCHOOLS**Desirable Changes in the Criteria****DR. R. D. MATTHEWS**

The program was presented by Dr. Matthews, who in his opening remarks, stated that he would restrict his contribution to a brief description of the major changes proposed to the Committee on Revision of the Criteria at its meeting in June 1959. Then followed an extensive period of questions from the audience.

The scope of the project was measured by the many hours of work which culminated in a seven weeks' workshop last summer. Dr. Matthews said his committee was still pursuing the problem of how to produce materials that would most accurately serve the desired purpose—to improve a difficult and complicated process for evaluating a school. He referred in his talk to the challenges issued last year by Dr. Bowles—challenges to evaluate and extend the association's programs, plans, procedures and schedules.

Dr. Matthews reviewed the media used to obtain and study suggestions and to prepare findings. He pointed out the extremely interesting reactions of the non-specialists at the workshop as they considered the recommendations of the national committees.

Among the questions considered were how to finance a rapidly increasing program; the size and composition of visiting committees and problems faced by committees. Another passing question was whether or not to accept all requests for evaluation or to delay until a time when evaluation would be more helpful to the school. "Word by word criticism of the 1950 edition was the procedure in the workshop," he said.

Among the recommendations being made are:

1. To continue the format, largely, of the 1950 edition. Form "C", for example, will be "Pupils and School Community", but it will contain some changes to permit more adequate evaluation of a school in terms of the needs of its pupils.

2. Under "Program of Studies", there are several recommended additions. Driver Education is to be considered under the separate "D" forms. Dr. Matthews explained that the inclusion of a new form permitted greater coverage of a school's program and the absence of any offering did not necessarily impose a penalty upon the school.

The blank on Religion ("D-17") will be included and will be similar to that presently available in the Middle States Association.

The office-type Cooperative Work Program is to be included under Business Education. Its administration will also be evaluated under Staff and Administration ("I").

Distributive Education will be recommended as an area and a new blank entitled Health Education will be included. Safety Education will become an all-pervading aspect of the entire evaluation.

3. Dr. Matthews stated that part of the "B" forms of the 1940 and the "C" form of the 1950 edition may be provided as supplementary material for evaluative purposes.

4. Changes in symbols used in Checklists may be as follows:

"E" replaces "v v"

"S" replaces "v"

"L" replaces "X"

"M" and "N" will be retained.

5. Evaluations may be eliminated from "J" blanks. Evaluation of teachers and teaching will be done by subject areas.

6. In the Pupil Activity Program ("E") a section on Worship and Service may be added.

It is planned to have the 1960 edition available by June 1960. "Schools to be evaluated in 1960-61", Dr. Matthews said, "may use either the 1950 or 1960 edition and schools evaluated in 1961 and after will use the 1960 edition."

The searching questions which followed added emphasis to the thinking and interest in the program. Some showed concern about increasing the size of the edition instead of limiting it to what is most necessary. As one speaker said, "Somewhere we should give recognition to a decently taught lesson." Dr. Matthews explained the provision for this in the "D" sections in which the school shows in detail its accomplishments in terms of its own philosophy.

To questions concerning dropping the evaluations from the "J" blanks, Dr. Matthews explained the inclusion of this in each area evaluation as a whole. He stated that although a teacher of English would not be evaluated on the "J" blank, she would be included in the evaluation of the English department in the "D-5" form. This recommendation was supported by a majority vote of the audience although some expressed concern over the loss of the incentive value they saw in the teacher's self-evaluation.

Another problem appeared in a question concerning who would evaluate the English department above referred to. Dr. Matthews explained at length the thinking behind the new Criteria and emphasized the point of view that the preparation of the teacher could be determined best within the

area of her preparation. The evaluation, he noted, could be done by a representation of the English and other departments as members of a committee. Their contacts and knowledge of the product of the English department would be invaluable. To facilitate these area evaluations, changes in wording were being made in the Language and Science forms. Each subject would be provided with a separate column.

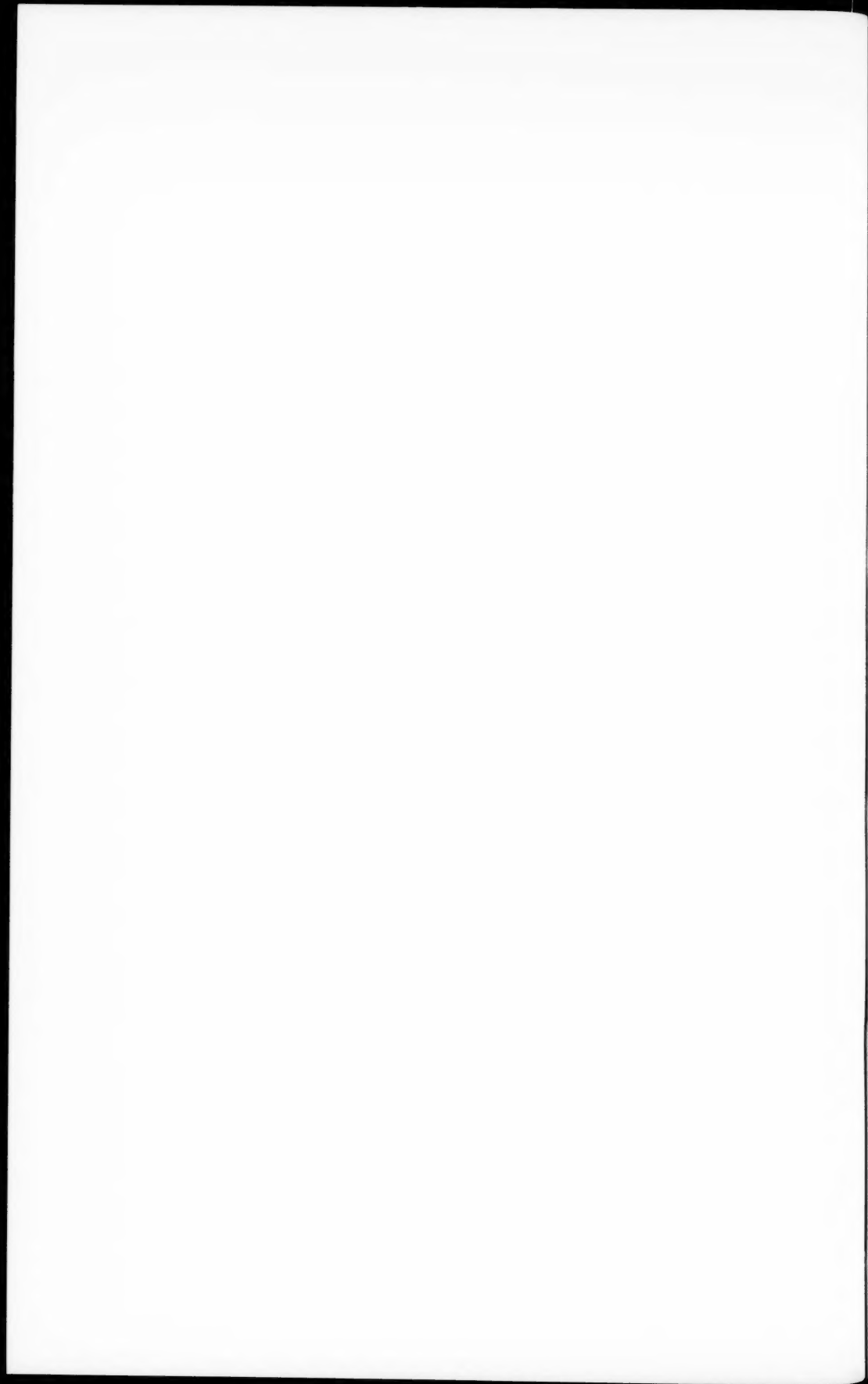
Some concern was evidenced for provisions in the Criteria for evaluating the superior and gifted students. A suggestion was made that they be cared for in a separate blank. Dr. Matthews pointed out that these pupils were provided for since the 1940 edition under the provision for individual needs in the "D" blanks of the separate subject fields.

There was generous support of the suggestion from the audience that provision be made to include representation from the secondary schools on visiting committees in Higher Education. The opinion expressed was that it was just as beneficial to secondary schools and colleges as is the requirement that Higher Education be represented on Secondary School visiting committees.

The question was raised concerning the possibility that the Criteria might imply a philosophy that prevailed 10 or 15 years ago. Dr. Matthews replied that at the meeting in 1951 the same question was raised. He stated that change is inevitable and can be noted by comparing editions. The same ideas are repeated in each "D" subsection and are in the interest of the sound, conservative point of view of trying to provide all people with something with which they can work.

When the value of oral reports was questioned, Dr. Matthews called for a show of hands of all who had heard oral reports. He then asked all who wished they had not heard them to lower their hands. Only a few hands were observed to be lowered. He then asked all who had given oral reports to raise their hands. When he asked those who wished they had not given these reports, one hand only showed assent.

At the conclusion of the meeting (9:30 P.M.), Dr. Matthews thanked the audience for their patient consideration and assistance. He expressed the wish that all who have suggestions and criticisms would express their thoughts in order that the Criteria may be more valuable.



LIST OF MEMBER INSTITUTIONS OF HIGHER EDUCATION

JANUARY 1, 1959

THE MEANING AND USE OF ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION BY THE MIDDLE STATES ASSOCIATION

Accreditation by the Middle States Association of Colleges and Secondary Schools means that an institution of higher education so accredited has been evaluated by the Commission on Institutions of Higher Education and has been found qualified for membership in the Association, which exists for mutual encouragement and helpfulness in the improvement of educational programs and facilities and the broadening of educational opportunity. Middle States accreditation has two purposes: to help schools and colleges achieve maximum educational effectiveness, and to identify institutions whose competence in the particular educational programs they offer warrants public and professional confidence.

The evaluation of an institution is conceived in terms of an examination of institutional objectives and the success with which those objectives are in fact fulfilled. Qualitative standards are employed in an evaluation. The whole institution, including all instructional and non-instructional activities, is examined. Accreditation is therefore extended to the whole institution.

Accreditation does not constitute an unqualified recommendation that credits earned toward graduation from an accredited institution be transferred to meet requirements for graduation from another institution. Transfer of credits in any case should be determined by the college concerned in consideration of the objectives of the institution which is to grant the degree and the extent to which credit earned at another institution is appropriate to the articulated program leading to the degree in question. Accredited institutions are presumed and believed to offer commendable educational programs leading to the fulfillment of their own particular objectives. They are not expected to offer work appropriate to the purposes and objectives of all other accredited institutions.

The transcript of an academic record from a secondary school or college should therefore be interpreted in terms of the stated aims of the issuing institution. Since accreditation indicates that in the judgment of qualified observers an institution is in general achieving its objectives, college admissions from accredited schools and transfers from accredited colleges and universities may properly be based largely upon the appropriateness and quality of the individual applicant's record.

When institutions accept students from unaccredited schools or colleges they presumably base admissions on testing and other evaluative evidence in addition to the quality and appropriateness of the applicant's record.

The original list was adopted in 1921, and institutions listed with a first date of that year are charter members of the Association. Engineering schools were first included in 1927, Junior Colleges in 1932 and Teachers Colleges in 1937, and all other professional, technical and specialized institutions in 1954.

The first date after the name of an institution indicates the year of initial accreditation by the Middle States Association. The second date listed represents the year of the most recent re-affirmation of accreditation as a result of a re-evaluation of the institution concerned. If only one date appears, it is the date of initial accreditation.

COLLEGE	LOCATION	HEAD
CANAL ZONE		
Canal Zone Junior College....(1941; 1955)	Balboa	Roger C. Hackett
DELAWARE		
Delaware State College.....(1945; 1957)	Dover	Jerome H. Holland
University of Delaware.....(1921; 1954)	Newark	John A. Perkins
Wesley College	Dover	J. Paul Slaybaugh
DISTRICT OF COLUMBIA		
American University	Washington 16	Hurst Robbins Anderson
Catholic University of America (1921; 1957)	Washington 17	Rt. Rev. William J. McDonald
District of Columbia Teachers College... (1943; 1953)	Washington 9	Paul O. Carr
Dunbarton College of Holy Cross..... (1940; 1952)	Washington 7	Sister M. Mildred Dolores
Gallaudet College	Washington 2	Leonard W. Elstad
Georgetown Visitation Junior College.... (1933; 1951)	Washington 7	Mother M. Cecilia Clark
George Washington University (1921; 1955)	Washington 6	Cloyd Heck Marvin
Georgetown University	Washington 7	V. Rev. Edward B. Bunn, S.J.
Howard University	Washington 1	Mordecai W. Johnson
Immaculata Junior College ... (1937; 1952)	Washington 16	Sister Mary Joan, S.P.
Mount Vernon Junior College.....(1958)	Washington 7	George W. Lloyd
Trinity College	Washington 17	Sister Mary Patrick
Washington Missionary College (1942; 1950)	Washington 12	William H. Shephard
MARYLAND		
College of Notre Dame of Maryland..... (1925; 1950)	Baltimore 10	Sister Margaret Mary, S.S.N.D.
Goucher College	Towson, Baltimore 4	Otto F. Kraushaar
Hood College	Frederick	Andrew G. Truxal
Johns Hopkins University.....(1921; 1958)	Baltimore 18	Milton S. Eisenhower
Loyola College	Baltimore 10	V. Rev. Vincent F. Beatty, S.J.
Maryland State College.....(1937; 1955)	Princess Anne	John T. Williams
Montgomery Junior College... (1950; 1957)	Takoma Park 12	Donald E. Deyo
Morgan State College.....(1925; 1958)	Baltimore 12	Martin D. Jenkins
Mt. St. Agnes College.....(1937; 1949)	Baltimore 9	Sister Mary Cleophas Costello, R.S.M.
Mount St. Mary's College.....(1922; 1953)	Emmitsburg	V. Rev. John J. Sheridan
Peabody Institute	Baltimore 2	John R. Montgomery
St. Charles College.....(1939; 1951)	Catonsville	V. Rev. John F. Linn, S.S.
St. John's College	Annapolis	Richard D. Weigle
St. Joseph College.....(1927; 1957)	Emmitsburg	Sister Hilda
St. Mary's Seminary and University. (1951)	Baltimore	Rev. Lloyd P. McDonald, S.S.
State Teachers College.....(1953)	Frostburg	R. Bowen Hardesty
State Teachers College.....(1956)	Salisbury	Wilbur Devilbiss
State Teachers College.....(1949)	Towson 4	Earle T. Hawkins
United States Naval Academy. (1947; 1956)	Annapolis	Rear Admiral Wm. R. Smedberg, III
University of Maryland.....(1921; 1955)	College Park	Wilson H. Elkins
Washington College	Chestertown	Daniel Z. Gibson
Western Maryland College....(1922; 1953)	Westminster	Lowell S. Ensor
Woodstock College	Woodstock	Rev. Edward J. Sponga, S.J.
NEW JERSEY		
Caldwell College for Women.....(1952)	Caldwell	Sister M. Marguerite, O.P.

COLLEGE	LOCATION	HEAD
Centenary College for Women. (1932; 1952)	Hackettstown	Edward W. Seay
College of St. Elizabeth. (1921; 1953)	Convent Station	Sister Hildegard Marie Mahoney
Douglass College of Rutgers University... (1921; 1956)	New Brunswick	Mary I. Bunting
Drew University	Madison	Fred G. Holloway
Fairleigh Dickinson University (1948; 1957)	Rutherford	Peter Sammartino
Georgian Court College. (1922; 1954)	Lakewood	Sister Marie Anna
Glassboro State College	Glassboro	Thomas Robinson
Jersey City Junior College	Jersey City	R. Robert Rosenberg
Monmouth College	W. Long Branch.	Edward G. Schlaefer
Montclair State College. (1937; 1958)	Montclair	E. DeAlton Partridge
Newark College of Engineering (1934; 1952)	Newark 2	Robert W. Van Houten
Paterson State College. (1958)	Paterson 22	Marion E. Shea
Princeton University	Princeton	Robert F. Goheen
Rider College	Trenton 9	Franklin F. Moore
Rutgers University	New Brunswick	Mason W. Gross, Acting
St. Peter's College. (1935; 1955)	Jersey City	Rev. James J. Shanahan, S.J.
Seton Hall University. (1932; 1952)	South Orange	Rev. Msgr. John L. McNulty
Stevens Institute of Technology (1927; 1956)	Hoboken	Jess H. Davis
Trenton State College. (1938; 1957)	Trenton 5	Edwin L. Martin
Union Junior College	Cranford	Kenneth C. MacKay
Upsala College	East Orange	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College	Garden City	Paul Dawson Eddy
Alfred University	Alfred	M. Ellis Drake
Bard College	Annandale-on-Hudson	James H. Case, Jr.
Barnard College	New York 27	Millicent C. McIntosh
Bennett College	Millbrook	Donald A. Eldridge
Briarcliff College	Briarcliff Manor	Clara M. Tead
Brooklyn College	Brooklyn 10	Harry D. Gideonse
C. W. Post College of Long Island University	Greenvale, L. I.	Richard L. Conolly
Canisius College	Buffalo 8	Rev. Philip E. Dobson, S.J.
City College	New York 31	Buell G. Gallagher
Clarkson College of Technology. (1927; 1956)	Potsdam	William Van Note
Colgate University	Hamilton	Everett N. Case
College of Mt. St. Vincent. (1921; 1956)	New York 71	Sister Catharine Marie
College of New Rochelle. (1921; 1956)	New Rochelle	Mother Mary Peter Carthy, O.S.U.
College of Saint Rose. (1928; 1953)	Albany 3	Sister Catherine Francis, C.S.J.
Columbia University	New York 27	Grayson L. Kirk
Concordia Collegiate Institute. (1941; 1954)	Bronxville	Albert E. Meyer
Cooper Union	New York 3	Edwin S. Burdell
Cornell University	Ithaca	Deane Waldo Malott
D'Youville College	Buffalo 1	Sister Regina Marie
Elmira College	Elmira	J. Ralph Murray
Fashion Institute of Technology. (1957)	New York 11	Lawrence L. Bethel
Finch College	New York 21	Roland R. DeMarco
Fordham University	New York 58	Rev. Laurence J. McGinley, S.J.
Good Counsel College. (1930; 1957)	White Plains	Mother M. Dolores
Hamilton College	Clinton	Robert W. McEwen
Hartwick College	Oneonta	Miller A. F. Ritchie
Hobart College (Colleges of the Seneca) .. (1921; 1953)	Geneva	Louis M. Hirshson
Hofstra College	Hempstead, L. I.	John Cranford Adams
Houghton College	Houghton	Stephen W. Paine
Hunter College	New York 21	George N. Shuster
Iona College	New Rochelle	Brother William H. Barnes
Ithaca College	Ithaca	Howard I. Dillingham
Jamestown Community College. (1956)	Jamestown	Albert W. Baisler

COLLEGE	LOCATION	HEAD
Jewish Theological Seminary of America.. (1954)	New York 27	Louis Finkelstein
University of Judaism.....(1954)	Los Angeles, Calif.....	Simon Greenberg
Juilliard School of Music.....(1956)	New York 27	William Schuman
Keuka College.....(1927; 1954)	Keuka Park	
Le Moyne College.....(1953)	Syracuse 3	Rev. Robert F. Grewen, S.J.
Long Island University.....(1955)	Brooklyn 1	Richard L. Conolly
Manhattan College.....(1921; 1950)	New York 71	Brother Augustine Philip, F.S.C.
Manhattan School of Music.....(1956)	New York 29	John Brownlee
Manhattanville College of the Sacred Heart.....(1926; 1947)	Purchase	Mother Eleanor M. O'Byrne, R.S.C.J.
Maryknoll Teachers College.....(1949)	Maryknoll	Sister Jeanne Marie
Marymount College.....(1927; 1955)	Tarrytown-on-Hudson	Mother M. du Sacre Coeur Smith, R.S.H.M.
Mills College of Education.....(1957)	New York 11.....	Amy Hostler
Mt. St. Joseph Teachers College....(1951)	Buffalo	Sister M. Hubert
Nazareth College.....(1930; 1956)	Rochester 18	Mother M. Helene
New York City Community College of Applied Arts and Sciences.....(1957)	Brooklyn 1	Otto Klitgord
New York University.....(1921; 1950)	New York 3	Carroll V. Newsom
Niagara University.....(1922; 1957)	Niagara Falls	V. Rev. Vincent T. Swords, C.M.
Notre Dame College of Staten Island..... (1942; 1956)	Staten Island 1.....	Mother Saint Egbert
Pace College.....(1957)	New York 38.....	Robert S. Pace
Packer Collegiate Institute....(1932; 1949)	Brooklyn 2	Paul David Shafer
Polytechnic Institute of Brooklyn..... (1927; 1955)	Brooklyn 2	Ernst Weber
Pratt Institute.....(1950)	Brooklyn 5	Robert F. Oxnam
Queens College.....(1941; 1955)	Flushing 67	Harold W. Stoke
Rensselaer Polytechnic Institute	Troy	Richard G. Folsom
(1927; 1956)		
Rochester Institute of Technology..(1958)	Rochester 8	Mark Ellingson
Rosary Hill College.....(1956)	Buffalo 21	Sister M. Angela
Russell Sage College.....(1928)	Troy	Lewis A. Froman
St. Bernardine of Siena College (1943; 1953)	Loudonville	Rev. Edmund F. Christy, O.F.M.
St. Bonaventure University....(1924; 1953)	St. Bonaventure	Rev. Brian Lhota, O.F.M.
St. John Fisher College.....(1957)	Rochester 18	V. Rev. Charles J. Lavery
St. John's University.....(1921; 1952)	Jamaica 32	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928; 1952)	Brooklyn 5	Sister M. Vincent Therese Tuohy, C.S.J.
St. Joseph's Seraphic Seminary.....(1952)	Callicoon	Rev. Pascal F. Foley, O.F.M.
St. Lawrence University.....(1921; 1957)	Canton	Eugene Garrett Bewkes
Sarah Lawrence College.....(1937; 1955)	Bronxville 8	Harold Taylor
Skidmore College.....(1925; 1957)	Saratoga Springs	Val H. Wilson
State University of New York.....(1952)	Albany 1	
Agricultural and Technical Institute... (1952)	Alfred	Paul B. Orvis
Agricultural and Technical Institute... (1952)	Canton	Albert E. French
Agricultural and Technical Institute... (1952)	Delhi	William R. Kunsela
Agricultural and Technical Institute... (1952)	Morrisville	Royson N. Whipple
College of Forestry.....(1952)	Syracuse	Hardy L. Shirley
College for Teachers.....(1938; 1952)	Albany	Evan R. Collins
College for Teachers.....(1948; 1952)	Buffalo	Ralph Horn, <i>Acting</i>
Downstate Medical Center.....(1952)	Brooklyn 2	Robert A. Moore
Harpur College.....(1952)	Endicott	Glen G. Bartle
Institute of Agriculture and Home Economics.....(1952)	Cobleskill	Ray L. Wheeler
Long Island Agricultural and Technical Institute.....(1952)	Farmingdale, L. I.....	William A. Medesy
Maritime College.....(1952)	Fort Schuyler, New York 65	Calvin T. Durgin

COLLEGE	LOCATION	HEAD
State University College on Long Island(1957)	Oyster Bay, L. I.	Leonard Olsen
Teachers College(1952)	Brockport(1952)	Donald M. Tower
Teachers College(1948; 1952)	Cortland(1952)	Donovan C. Moffett, Acting
Teachers College(1952)	Fredonia(1952)	Harry W. Porter
Teachers College(1952)	Geneseo(1952)	Francis J. Moench
Teachers College(1950; 1952)	New Paltz(1952)	William J. Haggerty
Teachers College(1949; 1952)	Oneonta(1952)	Royal F. Netzer
Teachers College(1950; 1952)	Oswego(1952)	Foster S. Brown
Teachers College(1952)	Plattsburg(1952)	George W. Angell
Teachers College(1952)	Potsdam(1952)	Frederick W. Crumb
Upstate Medical Center(1952)	Syracuse(1952)	Carlyle Jacobsen
Syracuse University(1921; 1957)	Syracuse 10(1957)	William Pearson Tolley
Union University(1921; 1957)	Schenectady(1957)	Carter Davidson
United States Merchant Marine Academy.(1949)	Kings Point, L. I.	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy.....(1949)	West Point(1949)	Maj. Gen. Garrison H. Davidson
University of Buffalo.....(1921; 1957)	Buffalo 14(1957)	Clifford C. Furnas
University of Rochester.....(1921)	Rochester 20(1921)	C. W. de Kiewiet
Vassar College(1921; 1958)	Poughkeepsie(1958)	Sarah Gibson Blanding
Wagner Lutheran College.....(1931)	Staten Island(1931)	Richard H. Heindel
Webb Institute of Naval Architecture....(1950)	Glen Cove, L. I.	Rear Admiral Frederick E. Haerberle
Wells College(1921; 1957)	Aurora(1957)	Louis Jefferson Long
William Smith College (Colleges of the Seneca)(1921; 1953)	Geneva(1953)	Louis M. Hirshson
Yeshiva University(1948)	New York 33(1948)	Samuel Belkin
PENNSYLVANIA		
Academy of the New Church.....(1952)	Bryn Athyn(1952)	George de Charms
Albright College(1926; 1953)	Reading(1953)	Harry V. Masters
Allegheny College(1921; 1954)	Meadville(1954)	Lawrence L. Pelletier
Alliance College(1938; 1952)	Cambridge Springs ...	Arthur P. Coleman
Beaver College(1946; 1956)	Jenkintown(1956)	Rev. Raymon M. Kistler
Bryn Mawr College(1921; 1957)	Bryn Mawr(1957)	Katharine McBride
Bucknell University(1921; 1951)	Lewisburg(1951)	Merle M. Odgers
Carnegie Institute of Technology.....(1921; 1954)	Pittsburgh 13(1954)	John C. Warner
Cedar Crest College.....(1944; 1950)	Allentown(1950)	Dale H. Moore
Chatham College(1924; 1957)	Pittsburgh 32(1957)	Paul R. Anderson
Chestnut Hill College.....(1930; 1956)	Philadelphia 18(1956)	Sister Catharine Frances
College Misericordia(1935; 1956)	Dallas(1956)	Sister Mary Celestine McHale, R.S.M.
Dickinson College(1921; 1949)	Carlisle(1949)	William Wilcox Edel
Drexel Institute of Technology (1927; 1953)	Philadelphia 4(1953)	James Creese
Dropsie College for Hebrew and Cognate Learning(1954)	Philadelphia 32(1954)	Abraham A. Neuman
Duquesne University(1935; 1956)	Pittsburgh 19(1956)	Rev. V. F. Gallagher
Eastern Baptist College(1954)	St. Davids(1954)	Gilbert L. Guffin
Eastern Baptist Theological Seminary....(1954)	Philadelphia 31(1954)	Gilbert L. Guffin
Elizabethtown College(1948)	Elizabethtown(1948)	A. C. Baugher
Franklin and Marshall College.(1921; 1950)	Lancaster(1950)	Frederick deW. Bolman
Gannon College(1951; 1957)	Erie(1957)	Rev. Wilfrid J. Nash
Geneva College(1922)	Beaver Falls(1922)	Edwin C. Clarke
Gettysburg College(1921; 1954)	Gettysburg(1954)	Willard S. Paul
Grove City College(1922)	Grove City(1922)	J. Stanley Harker
Gwynedd-Mercy Junior College.....(1958)	Gwynedd Valley(1958)	Mother M. Bernard
Haverford College(1921; 1953)	Haverford(1953)	Hugh Borton
Hershey Junior College.....(1943; 1952)	Hershey(1952)	V. H. Fenstermacher
Immaculata College(1928; 1954)	Immaculata(1954)	Sister Mary of Lourdes
Juniata College(1922; 1951)	Huntingdon(1951)	Calvert N. Ellis
Keystone Junior College.....(1936; 1951)	LaPlume(1951)	Blake Tewksbury
King's College(1955)	Wilkes-Barre(1955)	Rev. George P. Benaglia, C.S.C.

COLLEGE	LOCATION	HEAD
Lafayette College(1921; 1956)	Easton	K. Roald Bergethon
LaSalle College(1930; 1956)	Philadelphia 41	Brother D. Bernian, F.S.C.
Lebanon Valley College(1922; 1952)	Annville	Frederic K. Miller
Lehigh University(1921; 1947)	Bethlehem	Martin D. Whitaker
Lincoln University(1922; 1953)	Lincoln Univ. P. O.	Armstead O. Grubb, Acting
Lycoming College(1934; 1950)	Williamsport	D. Frederick Wertz
Marywood College(1921; 1951)	Scranton 9	Sister M. Eugenia
Mercyhurst College(1931; 1955)	Erie	Sister M. Eustace Taylor
Moore Institute of Art.....(1958)	Philadelphia 21	Harold R. Rice
Moravian College(1922; 1957)	Bethlehem	Rev. Raymond S. Hauptert
Mount Aloysius Junior College (1943; 1952)	Cresson	Sister Mary Anne McCue, R.S.M.
Mount Mercy College(1935; 1951)	Pittsburgh 13	Mother Margaret Mary
Muhlenberg College(1921; 1955)	Allentown	J. Conrad Seegers
Novitiate of Saint Isaac Jogues(1958)	Wernersville	Rev. Hugh A. Kennedy, S.J.
Pennsylvania Military College.(1954; 1957)	Chester	Maj. Gen. E. E. MacMorland
Pennsylvania State College of Optometry(1954)	Philadelphia 51	Albert Fitch
Pennsylvania State University.(1921; 1956)	University Park	Eric A. Walker
Philadelphia Textile Institute.....(1955)	Philadelphia 44	Bertrand W. Hayward
Rosemont College(1930; 1954)	Rosemont	Mother Mary Aidan
St. Francis College(1939; 1955)	Loretto	Rev. Kelvin R. Keelan, T.O.R.
St. Joseph's College(1922; 1955)	Philadelphia 31	V. Rev. J. Joseph Bluett, S.J.
St. Vincent College(1921; 1958)	Latrobe	Rev. Quentin L. Schaut, O.S.B.
Seton Hill College(1921; 1950)	Greensburg	Rev. William G. Ryan
State Teachers College.....(1950)	Bloomsburg	Harvey G. Andruss
State Teachers College.....(1951)	California	Michael Duda
State Teachers College.....(1951)	Cheyney	James Henry Duckrey
State Teachers College.....(1948)	Clarion	Paul G. Chandler
State Teachers College.....(1950)	East Stroudsburg	LeRoy J. Koehler
State Teachers College.....(1949)	Edinboro	Thomas R. Miller
State Teachers College.....(1941; 1955)	Indiana	Willis E. Pratt
State Teachers College.....(1944; 1956)	Kutztown	Q. A. W. Rohrbach
State Teachers College.....(1949)	Lock Haven	Richard T. Parsons
State Teachers College.....(1942; 1955)	Mansfield	Lewis W. Rathgeber
State Teachers College.....(1950)	Millersville	D. L. Biemesderfer
State Teachers College(1939; 1952)	Shippensburg	Ralph E. Heiges
State Teachers College(1943; 1957)	Slippery Rock	Norman W. Weisenfluh
State Teachers College(1946; 1958)	West Chester	Charles S. Swope
Susquehanna University(1930; 1954)	Selinsgrove	G. Morris Smith
Swarthmore College(1921; 1958)	Swarthmore	Courtney C. Smith
Temple University(1921; 1957)	Philadelphia 22	Robert L. Johnson
Thiel College(1922; 1956)	Greenville	Fredric B. Irvin
University of Pennsylvania....(1921; 1953)	Philadelphia 4	Gaylord P. Harnwell
University of Pittsburgh.....(1921; 1953)	Pittsburgh 13	Edward H. Litchfield
University of Scranton.....(1927; 1958)	Scranton 3	Rev. John J. Long, S.J.
Ursinus College(1921; 1957)	Collegeville	Donald L. Helferich
Valley Forge Military Junior College.(1954)	Wayne	Maj. Gen. Milton G. Baker
Villa Maria College(1933; 1956)	Erie	Mother Aurelia
Villanova University(1921; 1950)	Villanova	Rev. James A. Donnellon, O.S.A.
Washington & Jefferson College (1921; 1957)	Washington	Boyd C. Patterson
Waynesburg College(1950)	Waynesburg	Paul R. Stewart
Westminster College(1921; 1951)	New Wilmington	Will W. Orr
Westminster Theological Seminary..(1954)	Philadelphia 18	Ned Bernard Stonehouse
Wilkes College(1937; 1949)	Wilkes-Barre	Eugene S. Farley
Wilson College(1922; 1957)	Chambersburg	Paul Swain Havens
PUERTO RICO		
Catholic University of Puerto Rico.(1953)	Ponce	Rev. Thomas A. Stanley, S.M.
College of the Sacred Heart.....(1950)	Santurce	Mother R. Arsuaga, R.S.C.J.
Inter-American University of Puerto Rico. (1944; 1954)	San German	Ronald C. Bauer
University of Puerto Rico.....(1946; 1955)	Rio Piedras	Jaime Benitez

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1959

Inclusion on the List of Accredited Secondary Schools of the Middle States Association of Colleges and Secondary Schools means that the secondary school has been evaluated using the procedures and materials as directed by the Commission on Secondary Schools. Reports of this evaluation are considered by State Advisory Committees and by the Commission. The names of schools whose reports have been considered acceptable by the Commission are included on the List of Accredited Secondary Schools.

It is recognized that all phases of the programs of accredited secondary schools are not of uniform quality. It is believed by the Commission on Secondary Schools that work done in accredited schools can be accepted without question when the objectives of the receiving school are similar to those of the sending school, or if the objectives for the program of the pupil are similar in the sending and receiving schools. Higher institutions accepting graduates of accredited schools are expected to accept the responsibility for determining whether the quality and nature of the graduate's program is appropriate in terms of the program to be followed in the higher institution.

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 1785 Massachusetts Ave., N. W., Washington 6, D. C., or the Commission on Secondary Schools, 3446 Walnut Street, Philadelphia 4, Pa.

(The date of first accreditation follows the name of the school. The date of the earliest accreditation of a constituent part is used in the case of consolidated, union, or joint districts. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
DELAWARE		
Alexis I. duPont Jr.-Sr. H. S.....(1939)	Wilmington 6 (Kennett Pike)	Thomas W. Howie
Archmere Academy (Boys).....(1941)	Claymont	Very Rev. Justin E. Diny, O.Praem.
Caesar Rodney H. S.....(1934)	Camden	William B. Simpson
Claymont Jr.-Sr. H. S.....(1930)	Claymont	Haig Kupjian
Delmar H. S.....(1950)	Delmar	Hugh A. Kelly
Dover Community H. S.....(1930)	Dover	Morrell L. Vehslage
Friends School.....(1928)	Wilmington 3 (Alapocas Drive)	Wilnot R. Jones
Georgetown H. S.....(1934)	Georgetown	James B. Owen
Harrington Jr.-Sr. H. S.....(1932)	Harrington	Jacob C. Messner
Henry C. Conrad H. S.....(1947)	Wilmington 4 (Woodcrest)	Darrell F. Long
John Bassett Moore H. S.....(1928)	Smyrna	Charles V. Williams
Laurel Jr.-Sr. H. S.....(1936)	Laurel	Andrew W. Campbell
Lewes Jr.-Sr. H. S.....(1932)	Lewes (Savannah Rd.)...	James A. Moore
Middletown H. S.....(1937)	Middletown	Ellis K. Locrone
Milford Jr.-Sr. H. S.....(1936)	Milford (Lakeview Ave.)	James E. Atkinson
Mount Pleasant Jr.-Sr. H. S.....(1951)	Wilmington 3 (Phila. Pike and Duncan Rd.)	E. Raymond Schwinger
Newark Sr. H. S.....(1928)	Newark (E. Delaware Ave.)	Frederick B. Kutz
Rehoboth H. S.....(1955)	Rehoboth Beach	J. A. Vansant
Saint Andrews School (Boys)....(1936)	Middletown	Robert A. Moss
Salesianum School for Boys.....(1944)	Wilmington 1 (18th & Broom Sts.)	Rev. Francis D. Dougherty
Sanford Preparatory School(1938)	Hockessin	Mrs. Ellen Q. Sawin
Seaford H. S.....(1930)	Seaford (DuPont Hwy.)..	Edward J. Moynihan
Tatnall School, The (Girls).....(1956)	Wilmington 5 (Barley Mill Rd.)	Mrs. Josephine G. Myers
Tower Hill School.....(1928)	Wilmington 6 (2813 W. 17th St.)	Rev. W. Brooke Stabler

SCHOOL	LOCATION	HEAD
Ursuline Academy (Girls).....(1928)	Wilmington 6 (1106 Penna. Ave.)	Mother Mary Austin Kelleher
William Penn H. S.....(1934)	New Castle	Charles E. Smith
<i>Wilmington Public High Schools:</i>		
Howard H. S.....(1930)	Wilmington 1 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont H. S.....(1936)	Wilmington 2 (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington H. S.....(1928)	Wilmington 6 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
DISTRICT OF COLUMBIA		
Academy of Notre Dame (Girls)..(1931)	Washington 2 (N. Capitol and K Sts., N. E.)	Sister Mary Louise
Academy of the Holy Cross (Girls) (1930)	Washington 8 (2935 Upton St., N. W.)	Sister M. Elaine
Academy of the Sacred Heart (Girls)... (1932)	Washington 10 (1621 Park Rd., N. W.)	Sister Mary Elias, O.P.
Archbishop Carroll H. S.....(1956)	Washington 17 (4300 Harewood Rd., N. E.)	Very Rev. Edward V. Stanford, O.S.A.
Georgetown Visitation Convent School (Girls)(1930)	Washington 7 (1500 35th St., N. W.)	Sister Mary Roberta Huffman
Gonzaga College H. S. (Boys)....(1933)	Washington 1 (27 Eye St., N. W.)	Rev. Anthony I. McHale, S.J.
Holton-Arms School (Girls).....(1928)	Washington 8 (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity H. S. (Girls).....(1933)	Washington 7 (36th & O Sts., N. W.)	Sister Mary Patricia, R.S.M.
Immaculata High School (Girls)..(1928)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Immaculata, S.P.
Mackin H. S.....(1934)	Washington 9 (1421 Vee St., N. W.)	Rev. Martin Davis, S.D.S.
Maret School(1930-33; 1942)	Washington 8 (3000 Cathedral Ave., N. W.)	Mrs. Margaret G. Williams
Mount Vernon Seminary (Girls)..(1928)	Washington 7 (2100 Foxhall Rd., N. W.)	Mrs. George W. Lloyd
National Cathedral School (Girls) (1932)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Katharine Lee
Saint Albans, The National Cathedral School for Boys(1928)	Washington 16 (Massachusetts & Wis- consin Aves., N. W.)	Rev. Charles Martin
Saint Anthony High School.....(1938)	Washington 17 .. (12th & Lawrence Sts., N. E.)	Sister M. Cornelia Boyle, O.S.B.
Saint Cecilia's Academy (Girls)..(1934)	Washington 3 (601 E. Capitol St.)	Sister M. Ann Francis, C.S.C.
Saint John's College H. S. (Boys)..(1929)	Washington 5 (1225 Vermont Ave., N. W.)	Rev. Brother Dominic Luke, F.S.C.
Sidwell Friends School, The.....(1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Robert S. Lyle
<i>Washington Public High Schools:</i>		
Anacostia H. S.(1939)	Washington 20 (16th & R Sts., S. E.)	Eugene E. Griffith, Acting
Armstrong Technical H. S....(1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	Miss Bennetta B. Washington
Calvin Coolidge H. S.....(1943)	Washington 11 ... (5th & Tuckerman Sts., N. W.)	Cedric O. Reynolds

SCHOOL	LOCATION	HEAD
Capitol Page School (Boys)....(1950)	Washington 25 (Library of Congress)	Henry L. DeKeyser
Eastern H. S.....(1929)	Washington 3 ... (17th & E. Capitol Sts., N. E.)	Lynn F. Woodworth
Francis L. Cardozo H. S.....(1932)	Washington 9 ... (13th & Clifton Sts., N. W.)	James N. Saunders
Paul Laurence Dunbar H. S... (1929)	Washington 1 (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt H. S.....(1929)	Washington 11 .. (13th & Upshur Sts., N. W.)	Wilmer Bennett
Western H. S.....(1929)	Washington 7 (35th & R Sts., N. W.)	Miss Irene Rice
William McKinley H. S.....(1929)	Washington 2 (2d & T Sts., N. E.)	Ralph W. Watt
Woodrow Wilson H. S.(1937)	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	John F. Brougher
Woodward School for Boys....(1928)	Washington 6 (1736 G St., N. W.)	Walter R. Lewis
MARYLAND		
Aberdeen Sr.-Jr. H. S.....(1952)	Aberdeen	J. Walter Potter
Academy of the Holy Names (Girls).... (1943)	Silver Spring (711 Pershing Dr.)	Sister Anna of Mary
<i>Annapolis Public High Schools:</i>		
Annapolis H. S.....(1940)	Annapolis	Albert W. Fowble
Wiley H. Bates H. S.....(1953)	Annapolis	Douglas S. King
Arundel H. S.....(1955)	Gambrills	Mrs. Mabel H. Parker
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys)..... (1928-34; 1942)	Baltimore 18 (33d St. & the Alameda)	Henry T. Yost
Baltimore Polytechnic Institute (Boys)(1928)	Baltimore 2 (North Ave. and Calvert St.)	Wilmer A. Dehuff
Eastern H. S. (Girls).....(1928)	Baltimore 18 (33d St. & Loch Raven Rd.)	Miss Helen C. Taylor
Forest Park H. S.....(1928-32; 1936)	Baltimore 7 ... (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass H. S.....(1928)	Baltimore 17 (Gwynns Falls Parkway & Pulaski St.)	Miss Lillian M. Parrott
Patterson Park H. S.....(1940)	Baltimore 24 ... (Pratt St. and Ellwood Ave.)	G. Gordon Woelper
Paul Laurence Dunbar Jr.-Sr. H. S... (1951)	Baltimore 5 .. (Caroline & McElderry Sts.)	Robert P. Diggs
Southern Jr.-Sr. H. S.(1935)	Baltimore 30 ... (Warren Ave. & Williams St.)	Sidney N. Chernak
Western H. S. (Girls)..(1928-33; 1935)	Baltimore 1 (Howard & Centre Sts.)	Mrs. Nanette R. Blackiston
Bel Air Jr.-Sr. H. S.....(1938)	Bel Air (E. Gordon & Franklin Sts.)	William B. Jones
Bethesda-Chevy Chase Sr. H. S... (1931)	Bethesda 14 Bladensburg	William G. Pyles
Bladensburg Sr. H. S.....(1954)	Bladensburg	Kalman J. Vozar
Brunswick H. S.....(1928)	Brunswick (4th St.).....	Jack B. Kussmaul
Calvert Hall H. S. (Boys).....(1928)	Baltimore 1 (320 Cathed- ral St. at Mulberry)	Brother Gabriel Cecilian, F.S.C.
Cambridge H. S.....(1951)	Cambridge	Otis M. Trice
Catonsville Sr. H. S.....(1929)	Baltimore 28 (Bloomsbury Ave. & Rolling Rd.)	Taylor F. Johnston
Central Consolidated School.....(1956)	Bel Air	Percy V. Williams

SCHOOL	LOCATION	HEAD
Chestertown H. S.(1955)	Chestertown	Wilbur J. Stenger
Country Day School of the Sacred Heart (Girls)(1957)	Washington 14	Mother M. O. Mouton
	(9191 Rockville Pike)	
<i>Cumberland Public High Schools:</i>		
Allegany H. S.(1928)	Cumberland	W. Ardell Haines
	(616 Sedgwick St.)	
Fort Hill H. S.(1931)	Cumberland	Victor D. Heisey
Damascus H. S.(1954)	Damascus	Ellis C. Glime
Dundalk H. S.(1952)	Baltimore 22	John B. Shock, Jr.
	(7400 Dunmanway)	
Easton Jr.-Sr. H. S.(1956)	Easton	Francis L. Holsinger
Elkton Jr.-Sr. H. S.(1950)	Elkton	William E. Burkhardt
Fairmont Heights Jr.-Sr. H. S.(1955)	Washington 27	G. James Gholson
	(Nye & Reed Sts.)	
Franklin H. S.(1953)	Reisterstown	L. Lee Lindley
Frederick H. S.(1928)	Frederick	David L. Dean
Frederick Douglass H. S.(1956)	Upper Marlboro	Robert F. Frisby
Frederick Sasser H. S.(1953)	Upper Marlboro	Ralph L. Angel
	(P. O. Box 261)	
Friends School	Baltimore 10	Bliss Forbush
	(5114 N. Charles St.)	
Gaithersburg H. S.(1932)	Gaithersburg	Robert A. Gibson
Galena H. S.(1955)	Galena	W. Skirven Startt
George Washington Carver H. S.(1954)	Rockville	Silas E. Craft, Sr.
George Washington Carver H. S.(1953)	Towson 4 (York Rd.)....	Miss Minnie H. Woolford
Georgetown Preparatory School (Boys)	Garrett Park	Rev. Michael F. Maher, S.J.
	(1928)	
Gilman School (Boys)(1936)	Baltimore 10	Henry H. Callard
	(5407 Roland Ave.)	
Glen Burnie Sr. H. S.(1936)	Glen Burnie	Charles W. Whayland
Gwynn Park Jr.-Sr. H. S.(1955)	Brandywine	Edward S. Beach, Jr.
Hannah More Academy (Girls)(1931)	Reisterstown	Miss Catherine O. Coleman
Harriet Tubman H. S.(1957)	Clarksville	Elhart E. Flurry
Havre de Grace Jr.-Sr. H. S.(1954)	Havre de Grace	Robert J. Banick
Henry Highland Garnett H. S.(1955)	Chestertown	Elmer T. Hawkins
Hereford Jr.-Sr. H. S.(1953)	Parkton	Harvey W. Kreuzburg, Jr.
High Point H. S.(1958)	Beltsville	Allan I. Chotiner
Howard County Sr. H. S.(1957)	Ellicott City	Omar J. Jones
Institute of Notre Dame (Girls)(1952)	Baltimore 3	Sister Mary Lenore, S.S.N.D.
	(901 Aisquith St.)	
Kenwood Sr. H. S.(1952)	Baltimore 21 .. (Stemmers Run Rd. & Marlyn Ave.)	Joshua R. Wheeler
Landon School (Boys)(1936)	Bethesda 14	Paul L. Banfield
Laurel Jr.-Sr. H. S.(1953)	Laurel	Lionel B. Howland
Loyola H. S. of Baltimore, The (Boys)(1933)	Towson 4	Rev. Michael J. Blee, S.J.
Mace's Lane H. S.(1959)	Cambridge	Miss Edythe M. Jolley
McDonogh School (Boys)(1928)	McDonogh	Robert L. Lamborn
Milford Mill Jr.-Sr. H. S.(1953)	Baltimore 7	George W. Schluderberg
	(3800 Wash. Ave.)	
Montgomery Blair Sr. H. S.(1932)	Silver Spring	Daryl W. Shaw
	(Wayne Ave. & Dale Dr.)	
Mount Saint Agnes H. S. (Girls)(1928)	Baltimore 9	Sister Mary Christopher, R.S.M.
Mount Saint Joseph H. S. (Boys)(1933)	Baltimore 29	Brother Pastor, C.F.X.
	(4403 Frederick Ave.)	
North Dorchester H. S.(1958)	Hurlock	Charles F. Hurley
North Hagerstown H. S.(1928)	Hagerstown	Herbert C. Logsdon
North Harford H. S.(1953)	Pylesville	William H. Pyle
Northern Garrett County Jr.-Sr. H. S.(1956)	Accident	Paul Muha
Northwestern H. S.(1954)	Hyattsville	John P. Speicher

SCHOOL	LOCATION	HEAD
Notre Dame of Maryland Preparatory School (Girls)(1928)	Baltimore 10 (4701 N. Charles St.)	Sister Mary Virginia, S.S.N.D.
Oldfields School (Girls).....(1942)	Glencoe	Duncan McCulloch
Oxon Hill H. S.....(1953)	Washington 21 (6751 Indian Head Rd., S. E.)	Michael E. Hernick
Park School of Baltimore, The..(1928)	Baltimore 15 (2901 Liberty Hts. Ave.)	Robert A. Thomason
Parkville H. S.....(1958)	Baltimore 14(Hiss Ave. & Avondale Rd.)	Nelson F. Hurley
Richard Montgomery H. S.....(1932)	Rockville	Joseph J. Tarallo
Rising Sun Jr.-Sr. H. S.....(1958)	Rising Sun	Raymond V. Scheck
Robert Moton Jr.-Sr. H. S.....(1956)	Easton	William H. Fauntleroy
Rock Hall H. S.....(1955)	Rock Hall	Robert J. Johnson
Roland Park Country School for Girls. (1928)	Baltimore 10 (817 W. University Parkway)	Miss Anne Healy
Saint Charles College H. S.(1959)	Catonsville 28 (Maiden Choice Lane)	Rev. Frederick V. Chudzinski, S.S.
Saint James School (Boys).....(1930)	Saint James	Rev. John E. Owens, Jr.
Saint Mary's Female Seminary (H. S. Dept.).....(1931)	Saint Mary's City.....	Miss May Russell
Saint Mary's High School.....(1953)	Annapolis	Sister Mary Rosita, S.S.N.D.
Saint Michaels Jr.-Sr. H. S.....(1958)	Saint Michaels	William J. Donahue
Saint Paul's School(1947)	Brooklandville (Falls Rd.)	S. Atherton Middleton
Salisbury H. S.....(1958)	Salisbury	Charles H. Chipman
Seton H. S. (Girls).....(1931)	Baltimore 18 (2800 N. Charles St.)	Sister Dolores Scharper
Sherwood Jr.-Sr. H. S.....(1932)	Sandy Spring	William W. Miles
Sollers Point Sr.-Jr. H. S.....(1953)	Dundalk 22	Charles W. Fletcher
Southern Jr.-Sr. H. S.....(1954)	Lothian	F. Markham Wingate
Southern Garrett County Jr.-Sr. H. S.(1956)	Oakland	W. Kenneth Johns
Sparrows Point Sr.-Jr. H. S.....(1953)	Baltimore 19(7400 Old North Point Rd.)	Paul E. Dowling
Stephen Decatur Jr.-Sr. H. S.....(1957)	Berlin	Wilbur A. Jones
Suitland H. S.....(1954)	Washington 28 (5000 Silver Hill Rd., S. E.)	Thomas V. Warthen
Surrattsville Jr.-Sr. H. S.....(1955)	Clinton	John M. Pryde
Takoma Academy(1935)	Takoma Park 12.....	John P. Laurence
Towson Catholic H. S.....(1956)	Towson 4 (114 Ware Ave.)	Sister M. Rita Gertrude
Towson H. S.....(1942)	Towson 4 (Cedar Ave.)..	W. Horace Wheeler
Trinity College Preparatory School (Girls)(1949)	Brooklandville	Sister Genevieve Mary, S.N.D. deN.
Trinity Preparatory School (Girls).... (1941)	Ilchester	Sister Gertrude
Washington H. S.....(1957)	Princess Anne	Clarence N. Baughan
Westminster Sr.-Jr. H. S.....(1954)	Westminster	Stephen A. Lerda
Wheaton H. S.....(1958)	Wheaton	Elwood B. Mason
Wicomico Sr. H. S.....(1932)	Salisbury	George H. Corddy, Jr.
NEW JERSEY		
A. J. Demarest H. S.....(1928)	Hoboken (4th at Garden St.)	Arthur E. Stover
Abraham Clark H. S.....(1932)	Roselle	Albert S. Peeling
Academy of the Holy Angels (Girls).... (1933)	Fort Lee 1.....	Sister Mary Elaine, S.S.N.D.
Academy of St. Aloysius.....(1954)	Jersey City 4..... (2495 Hudson Blvd.)	Sister Mary Canice
Academy of Saint Elizabeth (Girls).... (1928-44; 1946)	Convent Station	Sister Grace Benigna, S.C.

SCHOOL	LOCATION	HEAD
Admiral Farragut Academy (Boys) (1937)	Pine Beach	Raven O. Dodge
Archbishop Walsh H. S. (1959)	Irvington 11	Sister Mary Gerard
Asbury Park H. S. (1928)	Asbury Park	Wallace F. Gleason
Atlantic City Friends School (1948)	Atlantic City	Mrs. Kathryn R. Morgan
Atlantic City H. S. (1939)	Atlantic City	Samuel A. Gillingham
Atlantic Highlands H. S. (1928)	Atlantic Highlands	James S. Carnrite, Jr.
Audubon H. S. (1931)	Audubon	Paul M. Dare
Bayonne H. S. (1928)	Bayonne	Alexander X. O'Connor
Beard School for Girls, The (1928)	Orange (560 Berkeley Ave.)	Miss Edith M. Sutherland
Belleville H. S. (1934)	Belleville 9	Hugh D. Kittle
Belvidere H. S. (1948)	Belvidere	Fred J. Vowinkel
Bergenfield Jr.-Sr. H. S. (1945)	Bergenfield	Paul L. Hoffmeister
Bernards H. S. (1928)	Bernardsville	George W. Watson
Blair Academy (Boys) (1928)	Blairstown	James M. Howard, Jr.
Bloomfield Sr. H. S. (1928)	Bloomfield	Harry M. Rice
Bogota H. S. (1928)	Bogota	Robert Pollison
Boonton H. S. (1928)	Boonton	Leslie A. E. Booth
Bordentown Military Institute (Boys) .. (1928)	Bordentown	Harold Morrison Smith
Bound Brook H. S. (1928)	Bound Brook	Harry C. Swift
Bridgeton H. S. (1931)	Bridgeton	Justin H. Hess
Burlington H. S. (1928-44; 1948)	Burlington	Robert F. Dotti
Butler H. S. (1945)	Butler	John P. Gower
Camden Catholic H. S. (1934)	Camden 3 (5 N. 7th St.) ..	Sister Mary Dorothea, R.S.M.
<i>Camden Public High Schools:</i>		
Camden H. S. (1928)	Camden 3 (Park Blvd. & Baird Ave.)	C. V. Koppenhaver
Woodrow Wilson H. S. (1947)	Camden 5	Thomas R. Bristow
	(3100 Federal St.)	
Cape May H. S. (1928-32; 1938)	Cape May	Robert E. Bullock
Carteret H. S. (1929)	Carteret	Herman E. Horn
Carteret School for Boys (1928)	West Orange	Robert W. Porsche
	(700 Prospect Ave.)	
Cathedral H. S. (Girls) (1940)	Trenton 8	Sister Mary Charitas
	(Chancery Lane)	
Central H. S. (1928)	Trenton 9 ... (Hamilton Ave. & Chambers St.)	Vincent A. Halbert
Central H. S. of Hopewell Twp. (1950)	Pennington	C. Stephen Raciti
Chatham H. S. (1939)	Chatham	Everett V. Jeter
Clayton H. S. (1951)	Clayton (Academy St.) ..	Milton Wartenberg
Cliffside Park Sr. H. S. (1930)	Cliffside Park	William F. Steiner
Clifton Sr. H. S. (1928)	Clifton	Miss Elinor E. Hanna
Collingswood Sr. H. S. (1928)	Collingswood	Crawford V. Lance
Columbia H. S. (1928)	Maplewood	Robert L. Amsden
Cranford H. S. (1928)	Cranford	G. Frank Zimmerman
Demonstration H. S. (1935)	Upper Montclair (Valley Rd. & Normal Ave.)	Keith W. Atkinson
Dover H. S. (1928)	Dover	Louis Cronholm
Dumont H. S. (1939)	Dumont	Alfred W. Heath
Dunellen H. S. (1938)	Dunellen	Ernest C. Sechrest
Dwight Morrow H. S. (1928)	Englewood	Waldro J. Kindig
Dwight School (1955)	Englewood	Miss Marjorie H. Appelgate
<i>East Orange Public High Schools:</i>		
Clifford J. Scott H. S. (1940)	East Orange	Francis H. Oldham
	(129 Renshaw Ave.)	
East Orange H. S. (1928)	East Orange	Robert B. Redman
	(34 N. Walnut St.)	
East Rutherford H. S. (1938)	East Rutherford	George L. Dierwechter

SCHOOL	LOCATION	HEAD
<i>Elizabeth Public High Schools:</i>		
Battin H. S. (Girls).....(1928)	Elizabeth 2 (South & S. Broad Sts.)	Miss Helen V. Decker
Thomas Jefferson H. S. (Boys).....(1931)	Elizabeth 4 (East Scott Place)	John E. Dwyer
Englewood School for Boys..... (1934-37; 1940)	Englewood	Marshall L. Umpleby
Ewing H. S.....(1955)	Trenton 8 (Parkway Ave.)	Raymond Steketee
Fair Lawn H. S.....(1946)	Fair Lawn	Charles W. Mintzer
(Miss) Fine's School (Girls)..... (1940-41; 1946)	Princeton	Miss Shirley Davis
Florence Township Memorial H. S.... (1945)	Florence	Mrs. Ethel K. Elliott
Fort Lee Jr.-Sr. H. S.....(1931)	Fort Lee	John Mardy
Franklin Jr.-Sr. H. S.....(1944)	Franklin	William A. Waters
Freehold Regional H. S.....(1928)	Freehold	Richard T. Beck
Frenchtown H. S.....(1952)	Frenchtown (Harrison St.)	Bertram M. Light
Garfield H. S.....(1928-41; 1947)	Garfield	Michael S. Kline
Glassboro H. S.....(1931)	Glassboro	Mrs. Beatrice C. Johnson
Glen Ridge H. S.....(1928)	Glen Ridge	Ben A. Deist
Gloucester City Jr.-Sr. H. S..... (1928-33; 1936)	Gloucester City	Ralph J. Bracken
Grover Cleveland H. S.....(1928)	Caldwell	Vincent P. Thompson
Hackensack H. S.....(1928)	Hackensack	Charles D. Cannon
Hackettstown H. S.....(1930)	Hackettstown	Joseph Risko
Haddon Heights H. S.....(1928)	Haddon Heights	Edward O. Glaspey
Haddonfield Memorial H. S.....(1930)	Haddonfield	Wilfred B. Wolcott, Jr.
Hamilton H. S.....(1943)	Trenton 10 (Park & S. Clinton Aves.)	Harvey A. Hesser
Hammononton H. S.....(1928)	Hammononton	William D. Polhemus
Harrison H. S.....(1928)	Harrison	John M. O'Neill
Hartridge School, The (Girls)....(1933)	Plainfield	Miss Harriet Sleeper
Hasbrouck Heights H. S.....(1929)	Hasbrouck Heights	Miss Mary E. S. Mohair
Hawthorne H. S.....(1936)	Hawthorne	Chester E. Wilhelm
Highland Park H. S.....(1940)	Highland Park	R. Richard Johnson
Hightstown H. S.....(1928)	Hightstown	Paul D. Haring
Hillside H. S.....(1930)	Hillside	Ruhl L. Custer
Holy Trinity H. S.....(1957)	(1085 Liberty Ave.)	
Hunterdon Central H. S.....(1928)	Westfield	Sister Miriam Bernard
Immaculate Conception H. S....(1957)	Flemington	Robert C. Shoff
Irvington H. S.....(1928)	(Route 69)	
Jamesburg H. S.....(1942)	Montclair	Sister M. Ethna
	Irvington 11	Alfred E. Bray
	(1253 Clinton Ave.)	
	Jamesburg (Forsgate Dr.)	Michael F. Gaeta
<i>Jersey City Public High Schools:</i>		
Henry Snyder H. S.....(1940)	Jersey City 5..... (239 Bergen Ave.)	Gerard W. Guterl
James J. Ferris H. S.....(1940)	Jersey City	Robert A. Coyle
Lincoln H. S.....(1928)	(123 Coles St.)	
William L. Dickinson H. S....(1928)	Jersey City 4..... (60 Crescent Ave.)	Maxim F. Losi
Jonathan Dayton Regional H. S. (1942)	Jersey City 6..... (2 Palisade Ave.)	Francis J. McCarthy
Kearny H. S.....(1928)	Springfield	Randolf T. Jacobsen
	Kearny	Charles A. Yette
	(336 Devon St.)	
Kent Place School..... (1928-36; 1938-50; 1956)	Summit	Miss Florence Wolfe

SCHOOL	LOCATION	HEAD
Kimberly School, The (Girls)..... (1928-34; 1947)	Montclair	Miss Ethel M. Spurr
Lacordaire School (Girls).....(1951)	(201 Valley Rd.) Upper Montclair	Sister M. Virginia
Lakewood H. S.....(1928)	(155 Lorraine Ave.) Lakewood	Maurice B. Hill
Lawrenceville School, The (Boys) (1928)	Lawrenceville	Allan V. Heely
Leonia H. S.....(1928)	Leonia	Carl W. Suter
Linden H. S.....(1928)	Linden	John F. Barrett
Livingston H. S.....(1958)	Livingston	William L. Lowther
Lodi H. S.....(1939)	Lodi	Frank Gaciofano
Long Branch Sr. H. S.....(1928)	Long Branch	R. Preston Shoemaker, Jr.
Lyndhurst H. S.....(1930)	Lyndhurst	John C. MacLean
Madison H. S.....(1928)	Madison	Ward A. Shoemaker
Manasquan H. S.....(1935)	Manasquan	Harry Morris
Matawan H. S.....(1951)	Matawan	Luther A. Foster
Merchantville H. S.....(1932)	Merchantville	William R. Flinn
Metuchen H. S.....(1928)	Metuchen	William J. Nunan
Middle Township H. S.....(1928)	Cape May Court House..	William O. Wert
Middletown Township H. S.....(1936)	Leonardo	William K. Megill
Millburn H. S.....(1928)	Millburn	Robert E. Faddis
Millville Memorial H. S. (1928-35; 1943)	Millville	Kenneth L. Fish
Montclair Academy (Boys).....(1928)	Montclair	Thomas W. Hall, Jr.
Montclair H. S.....(1928)	Montclair	James S. Collins
Moorestown Friends' School.....(1928)	Moorestown	Merrill L. Hiatt
Moorestown H. S.....(1928)	Moorestown	Carl F. Hensinger
Morristown H. S.....(1929-39; 1952)	Morristown	Robert F. La Vanture
Morristown School (Boys).....(1933)	Morristown	Thompson D. Grant
Mount Saint Dominic Academy (Girls)..... (1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls)..... (1937)	North Plainfield	Sister Mary Lucia
Mountain Lakes H. S.....(1940)	Mountain Lakes	Gerald F. Hopkins
Neptune H. S.....(1928)	Ocean Grove	F. Russell Coleman
New Brunswick Sr. H. S.....(1928)	New Brunswick	Willard W. Lindstrom
Newark Academy (Boys).....(1928)	Newark 7	Robert M. Butler
	(215 First Ave.)	
<i>Newark Public High Schools:</i>		
Barringer H. S.....(1928)	Newark 4	William R. Cain
	(49 Parker St.)	
Central H. S.....(1928)	Newark 3	Albert D. Angell, Jr.
	(345 High St.)	
East Side Commercial and Technical H. S.....(1928)	Newark 5	A. Walter Ackerman
	(238 Van Buren St.)	
South Side H. S.....(1933)	Newark 8	Fred Landolphi
	(80 Johnson Ave.)	
Weequahic H. S.....(1935)	Newark 12	Julius C. Bernstein
	(279 Chancellor Ave.)	
West Side H. S.....(1929)	Newark 3	Francis B. Snavelly
	(425 S. Orange Ave.)	
Newton H. S.....(1946)	Newton	Hayes C. Gordon
North Arlington H. S.....(1944)	North Arlington	Mrs. Mary E. Davidson, Acting
North Hunterdon Regional H. S. (1957)	Annandale	G. Clifford Singley
North Plainfield H. S.....(1928)	North Plainfield	Willard H. Smith
	(Greenbrook Rd.)	
Northern Valley Regional H. S. (1959)	Demarest	Frank J. Hurley
Nutley H. S.....(1928)	Nutley 10	Edward F. Assmus
Ocean City H. S.....(1928)	Ocean City	George W. Meyer
Orange H. S.....(1928)	Orange	John R. Moorhead
Overbrook Regional H. S.(1947)	Clementon (Box 177) ...	Jonathan M. Henderson
(formerly Lower Camden County Regional H. S.)		
Palmyra H. S.....(1930)	Palmyra	Arthur F. Terrell

SCHOOL	LOCATION	HEAD
Park Ridge H. S.....(1930)	Park Ridge	Matthew Weiner
Passaic Sr. H. S.....(1928)	Passaic	Elmer S. Holbeck
Passaic Valley H. S.....(1947)	Little Falls	Edward T. Schneider
<i>Paterson Public High Schools:</i>		
Central H. S.....(1928)	Paterson 1	A. Reese Matteson
Eastside H. S.....(1928)	(68 Hamilton St.)	
Paulsboro H. S.....(1928-33; 1936)	Paterson 4 (Park Ave.)..	William B. White
Peddle School, The (Boys).....(1928)	Paulsboro	Frederick Creamer
Pennington School, The (Boys).....	Hightstown	Carrol O. Morong
(1930-34; 1937)	Pennington	Charles Randolph Smyth
Penns Grove Regional H. S.....(1952)	Penns Grove	John M. McHugh
Perth Amboy H. S.....(1928)	Perth Amboy	James F. Chalmers
Pingry School, The (Boys).....(1928)	Elizabeth	E. Laurence Springer
	(215 North Ave.)	
Pitman H. S.....(1928)	Pitman	Henry B. Cooper
Plainfield H. S.....(1928)	Plainfield	Warren H. Held
Pleasantville H. S.....(1953)	Pleasantville	George Kessler
Point Pleasant Beach H. S.....(1939)	Point Pleasant	Arthur E. Whitcomb
Pompton Lakes H. S.....(1943)	Pompton Lakes	Lester V. Jochem
Princeton H. S.....(1932)	Princeton	William H. Rhodes
Prospect Hill Country Day School	Newark 4	Mrs. Edward P. Hooper
(Girls)	(346 Mt. Prospect Ave.)	
Queen of Peace H. S.....(1955)	North Arlington	Mother Regina Mercedes, S.S.J.
Rahway H. S.....(1933)	Rahway	John H. Cooper
Ramsey H. S.....(1939)	Ramsey	Charles J. Schanz
Rancocas Valley Regional H. S.....	Mount Holly	Harry E. Wenrich
(1928-35; 1938)		
Red Bank Catholic H. S.....(1934)	Red Bank	Sister Mary Edith
Red Bank H. S.....(1928)	Red Bank	Royal H. Hintze
Ridgefield Park H. S.....(1930)	Ridgefield Park	William H. Weaver
Ridgewood H. S.....(1928)	Ridgewood	Ellis D. Brown
Riverside H. S.....(1950)	Riverside	George E. Powell
Roselle Park H. S.....(1928)	Roselle Park	Irvin N. Forrest
	(West Grant Ave.)	
Roxbury Township H. S.....(1938)	Succasunna	Thomas E. Zerbe
Rumson-Fair Haven Regional H. S. .	Rumson	John F. Kinney, Jr.
(1940)		
Rutgers Preparatory School (Boys)....	New Brunswick	David M. Heinlein
(1928)		
Rutherford H. S.....(1928-35; 1940)	Rutherford	Rodney R. Robinson
Saint Benedict's Preparatory School		
(Boys)	Newark 2 (520 High St.)..	Rev. Philip C. Hoover, O.S.B.
Saint Bernard's School.....(1956)	Gladstone	Donald R. Williams
Saint John Baptist School (Girls) (1935)	Mendham	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls).....(1936)	Burlington	Mrs. Elsie Flounders
Saint Peter's Preparatory School (Boys)	Jersey City 2.....	Rev. Cornelius J. Carr, S.J.
(1930)	(144 Grand St.)	
Salem H. S.....(1952)	Salem	Miss Marie L. Oehrle
Sayreville H. S.....(1946)	Sayreville	Miss Margaret Mary Walsh
Scotch Plains-Fanwood H. S. .(1932)	Scotch Plains	Robert Adams, Jr.
(formerly Scotch Plains H. S.)		
Seton Hall Preparatory School (Boys)...	South Orange	Rev. Thomas J. Tuohy
(1931)	(400 S. Orange Ave.)	
Somerville H. S.....(1928)	Somerville	James L. Olson
Stevens Academy.....(1935; 1937)	Hoboken (266 Fifth St.)..	Douglas Groff Cole
Summit H. S.....(1934)	Summit	Alton J. Gast
Sussex H. S.(1958)	Sussex	J. Harold Conner
Swedesboro H. S.....(1928)	Swedesboro	Walter H. Hill
Teaneck Jr.-Sr. H. S.....(1935)	Teaneck	Miss Helen B. Hill
Tenafly H. S.....(1928)	Tenafly	Eugene H. Van Vliet

SCHOOL	LOCATION	HEAD
Toms River H. S.....(1955)	Toms River	Nathaniel S. Detwiler
<i>Union City Public High Schools:</i>		
Emerson H. S.....(1929)	Union City (318 18th St.)	Horace R. Boutelle, Acting
Union Hill H. S.....(1928)	Union City (3800 Hudson Ave.)	Alvin H. Schaediger
Union H. S.....(1953)	Union	Harry R. Cooke, Jr.
Upper Freehold Twp. H. S.(1959)	Allentown	Howard W. Stoneback
Vail-Deane School, The (Girls)..(1928)	Elizabeth 3 (618 Salem Ave.)	Mrs. Jane M. Bourne
Verona H. S.....(1947)	Verona	Edwin A. Willard
Vineland H. S.....(1936)	Vineland	Miss Mary E. Rossi
Wallington H. S.(1958)	Wallington	Bernard E. Piela
Washington H. S.....(1934)	Washington	Edward E. Belet
Wayne Township H. S.....(1954)	Paterson 2 (Valley Road)	John Van Dyken
Weehawken H. S.....(1928)	Weehawken (Liberty Place)	George Becker
West Orange H. S.....(1928)	West Orange	Raymond E. Hearn
Westfield Sr. H. S.....(1928)	Westfield	Robert L. Foosc
Westwood Jr.-Sr. H. S.....(1939)	Westwood	Maurice A. Coppens
Wildwood Catholic H. S.....(1956)	North Wildwood	Sister Louise Bertrand, S.S.J.
Wildwood H. S.....(1931)	Wildwood	Paul W. Freed
William MacFarland Sr. H. S..... (1929-33; 1935)	Bordentown	Joseph P. Conerton
Woodbridge H. S.....(1928)	Woodbridge	John P. Lozo
Woodbury H. S.....(1928)	Woodbury	Carl Giles
Wood-Ridge H. S.....(1943)	Wood-Ridge (258 Hackensack St.)	A. Edward DiMiceli
Woodstown H. S.(1928)	Woodstown	Eric G. Errickson
NEW YORK		
A. B. Davis H. S.....(1932)	Mount Vernon	Howard G. Spalding
Academy of Mount Saint Vincent (Girls)(1944)	Tuxedo Park	Sister Maria Lawrence
Academy of the Sacred Heart (Female) (1928)	Albany 2	Mother Margaret O'Rourke
Adelphi Academy (Boys).....(1928)	Brooklyn 38 (282 Lafayette Ave.)	Edward W. Hathaway
Albany Academy, The (Boys)....(1928)	Albany 8 (Academy Rd.)	Harry E. P. Meislahn
Albany Academy for Girls(1928)	Albany 10 (155 Washington Ave.)	Miss Rhoda E. Harris
Albany H. S.....(1939)	Albany 3 (141 Western Ave.)	Stanley E. Heason
Allendale School, The (Boys)....(1943)	Rochester 18 (519 Allen's Creek Rd.)	Buell Critchlow
Aquinas Institute of Rochester, The (Boys)(1928)	Rochester 13 (1127 Dewey Ave.)	Very Rev. Ernest P. Magee, C.S.B.
Barnard School for Boys.....(1928)	Bronx 71 (4411 Cayuga Ave.)	Carrington Raymond
Barnard School for Girls, The..(1930)	New York 33... (554 Fort Washington Ave.)	Miss Marion A. Dean
Berkeley Institute, The (Girls)..(1928)	Brooklyn 17 (181 Lincoln Place)	Mrs. Helen B. Mason
Birch Wathen School.....(1936)	New York 25..... (149 W. 93rd St.)	J. Carl Horton
Brighton H. S.....(1949)	Rochester 18 (1150 Winton Rd.)	Leonard B. Smith
Bronxville H. S.(1945)	Bronxville 8	Frank Misner

SCHOOL	LOCATION	HEAD
Brooklyn Friends School.....(1928)	Brooklyn 1 (112 Schermerhorn St.)	William J. Meenaghan
Brooklyn Preparatory School (Boys)... (1928)	Brooklyn 25 (1150 Carroll St.)	Rev. J. Vincent Watson, S.J.
Buffalo Seminary, The (Girls)...(1928)	Buffalo 22 (205 Bidwell Parkway)	Miss Marian W. Smith
Calhoun School (Girls).....(1928)	New York 25..... (309 W. 92nd St.)	{ Miss Elizabeth Parmelee { Miss Beatrice S. Cosmey
Canisius H. S. (Boys).....(1928)	Buffalo 9 (1180 Delaware Ave.)	Rev. Donald L. Kirsch, S.J.
Cathedral School of St. Mary, The (Girls)(1928)	Garden City (37 Cathedral Ave.)	Miss Mary H. Russell
Chaminade H. S. (Boys).....(1946)	Mineola (Jackson Ave.)..	Brother John T. Darby, S.M.
Cleveland Hill H. S.....(1958)	Buffalo	John W. Doran
Collegiate School (Boys).....(1928)	New York 24..... (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School.....(1928)	New York 25..... (5 W. 93rd St.)	James W. Stern
Columbia School of Rochester, The (Girls)(1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Concordia Collegiate Institute....(1955)	Bronxville 8 (171 White Plains Rd.)	Rev. Carl F. Weidmann
Corning Free Academy(1928)	Corning	Wilbur T. Miller
Cortland Jr.-Sr. H. S.....(1929)	Cortland	Robert J. Doran
De Veaux School (Boys).....(1928)	Niagara Falls	Morison Brigham
Dobbs Ferry H. S.....(1935)	Dobbs Ferry	William Z. Lindsey
Dwight School (Boys).....(1928)	New York 21..... (402 E. 67th St.)	Winton L. Miller, Jr.
Eastchester H. S.....(1941)	Tuckahoe 7	Douglas S. MacDonald
East Rochester H. S.....(1953)	East Rochester	Frank J. O'Donnell
Emma Willard School (Girls)....(1928)	Troy (Pawling Ave.)....	{ Miss Anne Wellington { Miss Clemewell Lay
Fieldston School of the Ethical Culture Schools(1928)	New York 71..... (Fieldston Rd.)	Luther H. Tate
Fordham Preparatory School (Boys)... (1928)	New York 58..... (East Fordham Rd.)	Rev. William J. Farricker, S.J.
Franklin School (Boys)(1928)	New York 24..... (18 W. 89th St.)	Moe C. Spahn
Fredonia H. S.....(1928)	Fredonia	Sidney Frost
Friends Academy(1928)	Locust Valley	Victor M. Haughton, Jr.
Friends Seminary(1928)	New York 3..... (15 Rutherford Place)	Alexander H. Prinz
Garden Country Day School.....(1935)	New York 72..(33-16 79th St., Jackson Heights)	Henry Roberts
Geneseo Central Jr.-Sr. H. S....(1951)	Geneseo	Albert O. Jenkins
Geneva H. S.....(1928)	Geneva	Spurgeon B. Wuertenberger
Hackley School (Boys).....(1933)	Tarrytown	Frank R. Miller
Halsted School(1948)	Yonkers 2 (229 North Broadway)	Mrs. Ruth S. Leonard
Harley School, The.....(1932)	Rochester 18 (1981 Clover St.)	William S. Litterick
Harrison H. S.....(1953)	Harrison	Alexander L. Arning
Hastings H. S.....(1928)	Hastings-on-Hudson ...	Rowland H. Ross
Haverling Central School.....(1957)	Bath	Vernon E. Wightman
Hempstead H. S.....(1935)	Hempstead	William D. Beddow
Holy Angels Academy (Girls)....(1946)	(70 Greenwich St.) Buffalo 14	Sister Saint Constance, G.N.S.H.
Honeoye Falls Central School ..(1958)	(24 Shoshone Drive) Honeoye Falls	Herbert J. Worboys
Horace Greeley H. S.....(1952)	Chappaqua	Donald W. Miles
Horace Mann School.....(1928)	New York 71..... (231 W. 246th St.)	Mitchell Gratwick

SCHOOL	LOCATION	HEAD
Hornell H. S.....(1928)	Hornell	Robert J. Johnson
Hudson H. S.....(1928)	Hudson	Alan W. Sugarman
Ithaca H. S.....(1928)	Ithaca	Frank R. Bliss
Jamesville-DeWitt Jr.-Sr. H. S... (1959)	DeWitt	Ward Edinger
Kew-Forest School	Forest Hills (119-17 Union Turnpike at Austin St.)	James L. Dixon
La Salle Military Academy (Boys) (1936)	Oakdale	Brother Anthony Joseph, F.S.C.
Ladycliff Academy	(195 Broadway)	
Lawrence H. S.....(1933)	Highland Falls	Sister Mary Philip
Lindenhurst Jr.-Sr. H. S.....(1951)	Lawrence	James H. Simmonds
Linton H. S.(1943)	Lindenhurst	Harold E. Eaton
(formerly Nott Terrace H. S.)	(350 S. Wellwood Ave.)	
Lockport Sr. H. S.....(1950)	Schenectady 8	Francis E. Morhous
	(The Plaza)	
Long Beach H. S.....(1934)	Lockport	Lloyd F. McIntyre
Loyola School (Boys)	(Lincoln and Locust Sts.)	
	Long Beach	Joseph Borzilleri
Mamaroneck H. S.(1934)	New York 28	Rev. Peter J. Daly, S.J.
Manhasset H. S.....(1928)	(Park Ave. at 83d St.)	
	Mamaroneck	Joseph C. McLain
Manlius School, The (Boys)....(1928)	Manhasset	Kendall B. Howard
Marcellus Central H. S.....(1934)	(Memorial Place)	
Marymount Secondary School (Girls).. (1928)	Manlius	John W. MacDonald
	Marcellus	Chester S. Driver
Masters School, The (Girls)....(1928)	Tarrytown	Mother Marie Brendan
McBurney School (Boys).....(1929)	Dobbs Ferry	Miss Elizabeth B. Cochran
	New York 14	Benjamin D. Chamberlin
Middletown H. S.....(1938)	(5 W. 63d St.)	
Millbrook School for Boys.....(1942)	Middletown	Thor Krogh
Miss Hewitt's Classes.....(1957)	(112 Grand Ave.)	
Monticello H. S.....(1936)	Millbrook	Edward Pulling
Mount Saint Mary Academy (Girls)... (1932)	New York 21	Mrs. Charlotte Comfort
	(45 E. 75th St.)	
Nazareth Academy (Girls).....(1946)	Monticello	Stewart Gay
	Newburgh	Sister Mary Vincent, O.P.
New Lincoln School, The	Rochester 13	Sister Agnes Cecilia
(1959)	(1001 Lake Ave.)	
<i>New York City Public High Schools:</i>	New York 26	John J. Brooks
<i>Bronx Borough:</i>	(31 W. 110th St.)	
Evander Childs H. S.....(1928)	New York 67.....	Hymen Alpern
	(800 E. Gun Hill Rd.)	
Samuel Gompers Vocational and Technical H. S. (Technical Division only)	New York 55.....	Seelig L. Lester
(1951)	(455 Southern Blvd.)	
<i>Manhattan Borough:</i>		
Hunter College H. S. (Girls)..(1929)	New York 21.....	Cyril W. Woolcock
	(930 Lexington Ave.)	
Washington Irving H. S. (Girls).... (1928-37; 1951)	New York 3.....	Miss Evelyn Konigsberg
	(40 Irving Pl.)	
<i>Queens Borough:</i>		
Grover Cleveland H. S.....(1936)	Brooklyn 37	Edward D. Kramer
	(2127 Himrod St.)	
New York Military Academy....(1932)	Cornwall-on-Hudson	Bartlett S. Chappell
Newark H. S.....(1928)	Newark	W. Donald Hess
Newburgh Free Academy.....(1955)	Newburgh	Robert D. Fowler

SCHOOL	LOCATION	HEAD
Nichols School of Buffalo (Boys).....(1928)	Buffalo 16 (Amherst & Colvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (Girls)(1938)	New York 28..... (20 E. 92d St.)	Mrs. Catherine B. Woodbridge
North Senior H. S.(1928) (formerly Great Neck Senior H. S.)	Great Neck (35 Polo Rd.)	Hobart F. Mossman
North Syracuse Central H. S....(1958)	North Syracuse	Paul B. Wagner
Northport H. S.....(1929)	Northport (Middleville Rd.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys).....(1928)	Lake Placid Club.....	John G. Howard
Notre Dame Academy of Staten Island (Girls)(1950)	Staten Island 1..... (76 Howard Ave.)	Mother Saint Vivienne, C.N.D.
Oakwood School(1939)	Poughkeepsie	Charles W. Hutton
Oceanside Sr. H. S.(1958)	Oceanside	Charles R. Mosback
Oneonta H. S.(1928-30; 1935)	Oneonta	Charles A. Belden
Oswego H. S.(1932)	Oswego	Ralph M. Faust
Our Lady of Mercy H. S. (Girls).....(1946)	Rochester 10 (1437 Blossom Rd.)	Sister Mary Florence, R.S.M.
Packer Collegiate Institute, The (High School Dept.) (Girls)(1928)	Brooklyn 1 (170 Joralemon St.)	Paul D. Shafer
Park School of Buffalo, The..... (1928-34; 1944)	Snyder 26 (115 N. Harlem Rd.)	E. Barton Chapin, Jr.
Paul D. Schreiber H. S.(1933)	Port Washington	Clifford F. Hendrickson
Pelham Memorial H. S.(1928)	Pelham 65	F. Hamilton Whipple
Penfield Central School.....(1953)	Penfield (Five Mile Line Rd.)	Elmer F. Peck
Pleasantville H. S.....(1935)	Pleasantville	Ronald C. McCreary
Polytechnic Preparatory Country Day School, The (Boys).....(1928)	Brooklyn 9 (92d St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Chester H. S.....(1955)	Port Chester	Robert R. Zimmerman
Regis H. S. (Boys).....(1928)	New York 28..... (55 E. 84th St.)	Rev. William C. McCusker, S.J.
Rhodes Preparatory School.....(1949)	New York 19..... (11 W. 54th St.)	Sims Carter
Riverdale Country School (Boys).....(1928)	New York 71 .. (Fieldston Road & 253d St.)	John H. Jones
Riverdale Country School for Girls.... (1943)	New York 71... (249th St. and Palisade Ave.)	Mrs. Marion C. Hollstein
Robert L. Simpson H. S.....(1928)	Huntington	Robert A. Cushman
<i>Rochester Public High Schools:</i>		
Benjamin Franklin H. S.....(1934)	Rochester 21 (950 Norton St.)	Willard A. Sabin
Charlotte H. S.....(1928-32; 1934)	Rochester 12 (4115 Lake Ave.)	Glenn M. Denison
East H. S.....(1928)	Rochester 7 (410 Alexander St.)	Charles Clark
Edison Technical and Industrial H. S. (Boys).....(1947)	Rochester 21 (725 Clifford Ave.)	William O. Olsen
Jefferson Jr.-Sr. H. S.....(1945)	Rochester 6 (Edgerton Park)	Richard Manske
John Marshall H. S.....(1928)	Rochester 13 (180 Ridgeway Ave.)	Elmer W. Snyder
Madison H. S.....(1939)	Rochester 11 (101 Epworth St.)	Ira I. Berman
Monroe H. S.....(1929)	Rochester 7 (164 Alexander St.)	Miss Mary A. Sheehan
West H. S.....(1928)	Rochester 11 (501 Genesee St.)	James S. Wishart
Rye Country Day School.....(1928)	Rye (Boston Post Rd. & Cedar St.)	Gerald N. LaGrange

SCHOOL	LOCATION	HEAD
Rye H. S.(1928-32; 1935)	Rye	Miss Elizabeth Jean Brown
Saint Agnes School (Girls).....(1932)	Albany 4	Miss Blanche Pittman
	(Loudenville Rd.)	
Saint John's Preparatory School	Brooklyn 6	Rev. John T. Nelson, C.M.
(Boys)(1934)	(82 Lewis Ave.)	
Saint Joseph's Normal Institute (Boys)	Barrytown	Brother Basilian John, F.S.C.
(High School Dept.).....(1942)	Peekskill	Sister Mary Regina, C.S.M.
Saint Mary's School (Girls).....(1928)	Garden City	Rev. Nicholas M. Feringa
Saint Paul's School (Boys)(1928)		
Saint Walburga's Academic School	Rye P.O.	Mother Mary John, S.H.C.J.
(Girls)(1928)	(Westchester Ave.)	
Scarborough School(1928)	Scarborough-on-Hudson..	Thomas C. Schuller
Scarsdale H. S.(1942)	Scarsdale	Oliver W. Melchior
School of the Holy Child (Girls).....(1947)	Suffern (Lafayette Ave.)..	Mother Mary Columba
Sewanhaka H. S. (Central H. S.		
Dist. No. 2)(1935)	Floral Park	Robert L. Springer
Sherburne Central H. S.(1928)	Sherburne	Thomas M. Lotz
Skaneateles Central H. S.(1959)	Skaneateles	Fred P. Fundis
South Side Sr. H. S.(1946)	Rockville Centre	J. Dale McKibben
Spence School (Girls).....(1935)	New York 28.....	Miss Barbara Colbron
	(22 E. 91st St.)	
Staten Island Academy.....(1928)	Staten Island 1.....	Harold Ely Merrick
	(45 Wall St.)	
Stony Brook School, The (Boys).....(1928)	Stony Brook	Frank E. Gaebelein
Trinity-Pawling School (Boys)....(1951)	Pawling 1	Matthew E. Dann
Trinity School (Boys).....(1935)	New York 24.....	Hugh C. Riddleberger
	(139 W. 91st St.)	
Tuckahoe H. S.(1938)	Tuckahoe 7	Edward A. Sinnott
	(Siwanoy Blvd.)	
Walden School(1948)	New York 24.....	Milton Akers
	(1 W. 88th St.)	
Wantagh H. S.(1959)	Wantagh	Clarence M. Withers
Waterloo Central School.....(1951)	Waterloo	Claude Duxtator
Waverly H. S.(1930)	Waverly	Clarke Gage
Wellsville H. S.(1928)	Wellsville	James H. Gambell
Westfield Academy & Central School..	Westfield	Edwin L. Fisher
(1958)		
Woodmere Academy(1928)	Woodmere	Horace M. Perry
	(336 Woodmere Blvd.)	
Xavier H. S. of the College of	New York 11.....	Rev. Vincent J. McGrail, S.J.
St. Francis Xavier (Boys).....(1928)	(30 W. 16th St.)	
Yorktown Heights H. S.(1958)	Yorktown Heights	Miss Mildred E. Strang
PANAMA CANAL ZONE		
Balboa H. S.(1929)	Balboa Heights	Theo F. Hotz
	(704 Roosevelt Ave.)	
Cristobal H. S.(1929)	Cristobal	Paul L. Beck
	(Drawer GG)	
PENNSYLVANIA		
A. D. Eisenhower Sr. H. S.(1928)	Norristown	Lewis V. Kost
Abington Friends School (Girls).....(1935)	Jenkintown	Howard W. Bartram
Abington Sr. H. S.(1928)	Abington	W. Eugene Stull
Academy of the New Church—	Bryn Athyn	Richard R. Gladish
Boys' Academy(1927-37; 1948)	(Second St. Pike)	
Academy of the New Church—	Bryn Athyn	Miss Dorothy E. Davis
Girls' Seminary(1953)	(Second St. Pike)	
Academy of Notre Dame de Namur	Villanova	Sister Gertrude St. Edward,
(Girls)(1930)		S.N.D. deN.

SCHOOL	LOCATION	HEAD
Academy of the Sisters of Mercy (Girls)(1931)	Gwynedd Valley	Sister Maria Gratia, C.R.S.M.
Agnes Irwin School, The (Girls).(1936)	Wynnewood	Mrs. Anne F. Bartol
	(Clothier Rd.)	
Allentown Central Catholic H. S. (1944)	Allentown	Rev. Stephen J. Daday
	(4th & Chew Sts.)	
Allentown H. S.....(1932)	Allentown	Clifford S. Bartholomew
	(17th & Turner Sts.)	
Altoona Sr. H. S.....(1931)	Altoona	Joseph N. Maddocks
	(6th Ave. & 15th St.)	
Ambler Joint H. S.....(1928)	Ambler	Clifford K. Geary
Ambridge H. S.....(1931)	Ambridge	Michael F. Serene
	(909 Duss Ave.)	
Aspinwall H. S.....(1930)	Pittsburgh 15.. (4th St. & Virginia Ave., Aspinwall)	Jack J. Roush
Athens Area Joint H. S.....(1953)	Athens	Richard W. Marvin
Avalon H. S.....(1930)	Pittsburgh 2 .. (721 California Ave., Avalon)	Robert E. Grine
Avonworth H. S.....(1934)	Pittsburgh 2 .. (200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls)....(1928)	Bryn Mawr	Miss Rosamond Cross
Baldwin Township H. S.....(1943)	Pittsburgh 36	Wilbert C. Brandtonies
	(4653 Clairton Blvd.)	
Bangor Area Joint H. S.....(1936)	Bangor 4	Trever R. Williams
Barrett Township H. S.....(1937)	Cresco	George W. Webb, Jr.
Beaver Falls Sr. H. S.....(1930)	Beaver Falls	J. Neal Mathews
Beaver Area H. S.....(1928)	Beaver	Charles S. Linn
Bedford H. S.....(1936)	Bedford	Arthur V. Townsend
Bellevue H. S.....(1928)	Pittsburgh 2 ... (435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bellwood-Antis H. S.....(1954)	Bellwood	R. Dwight Troutman
Benjamin Franklin H. S.....(1954)	Carbondale	Miss Gertrude A. Krantz
Bensalem Township Jr.-Sr. H. S. (1932)	Cornwells Heights	Russell C. Struble
Bethel Jr.-Sr. H. S.....(1953)	Bethel Park	Theodore A. Siedle
Bishop McDevitt H. S.(1953)	Harrisburg	Rev. Walter H. Shaul
	(22nd & Market Sts.)	
Blairsville Joint H. S.....(1929)	Blairsville	James M. Burk
Bloomsburg Jr.-Sr. H. S. (1928-34; 1959)	Bloomsburg	Henry J. Gatski
Boyertown Area Sr. H. S.(1933)	Boyertown	Harry I. Gilbert
Braddock Sr. H. S.....(1951)	Braddock	Joseph A. Stukus
Bradford Sr. H. S.....(1928)	Bradford	George A. Bell
Brentwood Jr.-Sr. H. S.....(1943)	Pittsburgh 27	Francis W. Deasy
	(3601 Brownsville Rd.)	
Bristol Jr.-Sr. H. S.....(1933)	Bristol	David L. Hertzler
Brookville Jr.-Sr. H. S.....(1928)	Brookville	Hasson Rocky
Butler Area Joint Sr. H. S.....(1951)	Butler	Charles J. Moore
California Community Sr. H. S. (1934)	California	John J. Cairns
Cameron County H. S.....(1957)	Emporium	Sheridan Stroup
Camp Hill H. S.....(1928-33; 1943)	Camp Hill	Donald E. Enders
	(24th & Chestnut Sts.)	
Canton H. S.....(1928)	Canton	John T. Williammee, Jr.
Captain Jack Jt. H. S.(1959)	Mount Union	John D. Jack
Carlisle Sr. H. S.....(1930)	Carlisle	Mark N. Burkhart
Carnegie H. S.....(1958)	Carnegie	Robert D. Fleischer
Carson Long Institute (Boys)....(1929)	New Bloomfield	Edward L. Holman
Catasauqua H. S.....(1956)	Catasauqua	Ralph C. Brown
Cathedral Preparatory School (Boys).. (1948)	Erie (225 W. 9th St.)....	Rt. Rev. Msgr. Robert B. McDonald
Cecilian Academy, The (Girls)....(1942)	Philadelphia 19	Mother Denis Marie, S.S.J.
	(144 W. Carpenter La.)	
Central Bucks Joint Jr.-Sr. H. S. (1929)	Doylestown	Jack L. Livingston
Central Cambria Joint H. S.....(1932)	Ebensburg	James L. Cook

SCHOOL	LOCATION	HEAD
Central Catholic H. S.....(1948)	Reading (Hill Rd. & Clymer St.)	Rev. Raymond J. Leichner
Central Dauphin H. S.....(1958)	Harrisburg (4600 Locust Lane)	Thomas Jenkins
Central District Catholic H. S...(1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother Frederick John
Chambersburg Area Joint Sr. H. S. (1941)	Chambersburg	Robert J. Beard
Charleroi Sr. H. S.....(1929)	Charleroi	Edwin F. Luse
Charles E. Ellis School for Girls, The.. (1936)	Newtown Square	Arnold E. Look
Chartiers Valley Joint H. S.....(1950)	Bridgeville	John A. Wight
Cheltenham Township H. S.....(1928)	Philadelphia 17 (Elkins Park)	Edwin B. Keim
Chester H. S.....(1945)	Chester	Karl E. Agan
Chestnut Hill Academy.(1928-42; 1957)	Philadelphia 18	Robert A. Kingsley
Clairton Sr. H. S.....(1928)	Clairton	Bruce C. Birch
Clarion Joint Sr. H. S.....(1950)	Clarion	L. Robert Wiberg
Clarks Summit-Abington Joint H. S... (1928)	Clarks Summit	William H. Crum
Clearfield Area Sr. H. S.....(1936)	Clearfield	W. Howard Mead
Clifton Heights H. S.....(1941)	Clifton Heights	Joseph K. Lindsay
Collingdale H. S.....(1934)	Collingdale	Harry H. Mercer
Conemaugh Township H. S.....(1956)	Davidsville	William H. Etsweiler
Conestoga Sr. H. S.....(1928)	Berwyn	Karl A. Zettelmoyer
Convent School of the Sacred Heart (Girls)	Philadelphia 31 (City Line & Haverford Rd.)	Mother Phyllis Heuisler
Convent School of the Sacred Heart, Eden Hall (Girls).....(1928)	Philadelphia 14 .. (Grant Ave. bel. Frankford)	Mother Florence Ashe
Coraopolis Sr. H. S.....(1929)	Coraopolis	Joseph E. Johnson
Corry Area H. S.....(1958)	Corry	Lawrence M. Douglas
Council Rock Jr.-Sr. H. S.....(1945)	Newtown	Norman W. Kratz
Crafton Borough Jr.-Sr. H. S...(1928)	Pittsburgh 5 (Crafton Blvd.)	John F. Gregory
Cresson Joint H. S.....(1951)	Cresson	F. K. Shields
Cumberland Valley H. S.....(1957)	Mechanicsburg	Charles R. Slaybaugh
Daniel Boone Jr.-Sr. H. S.....(1950)	Athol	John S. Herbein
Darby Sr. H. S.....(1928)	Darby	J. Wallace Saner
Delaware Valley Joint H. S.....(1928)	Milford	Ira C. Markley
Delhaas Joint H. S.....(1956)	Bristol	Robert P. Martin
Delone Catholic H. S.....(1953)	McSherrystown	Rev. William R. Lyons
Donegal H. S.....(1928)	Mount Joy	Wilbur I. Beahm
Donora Sr. H. S.....(1950)	Donora	Michael J. Herk
Dormont H. S.....(1928)	Pittsburgh 16 (Annapolis Ave.)	Jay Neff
Downingtown Joint Jr.-Sr. H. S..(1935)	Downingtown	Raymond R. Baugher
DuBois Area Joint Sr. H. S.....(1929)	DuBois	Elton J. Mansell
Duquesne Sr. H. S.....(1950)	Duquesne (South 3d St.)	William Kowallis
East Juniata Jr.-Sr. H. S.....(1958)	Cocolamus	Robert E. Yoder
East Pittsburgh H. S.....(1936)	East Pittsburgh	Samuel Ciota
East Stroudsburg Area Joint Sr. H. S... (1935)	East Stroudsburg	Ralph O. Burrows
Easton H. S.....(1928)	Easton	Albert S. Erb
Eddystone H. S.....(1957)	Eddystone	Horace F. Erb
Elizabethtown Area H. S.....(1951)	Elizabethtown	Phillip H. Daubert
Ellis School, The (Girls).....(1928)	Pittsburgh 32 (5607 Fifth Ave.)	Miss Marion H. Hamilton
Emmaus H. S.....(1950)	Emmaus (North St. & Macungie Ave.)	Howard K. Deischer
Episcopal Academy, The (Boys)..(1928)	Philadelphia 31 (City Line & Berwick Rd.)	James H. McK. Quinn

SCHOOL	LOCATION	HEAD
<i>Erie Public High Schools:</i>		
Academy H. S.....(1928)	Erie (29th at State St.)...	Harold D. Leberman
East H. S.....(1930)	Erie (1151 Atkins St.)...	Edward Abramoski
Strong Vincent H. S.....(1931)	Erie (1330 W. 8th St.)...	Hamilton C. Gillespie
Everett Southern H. S.....(1958)	Everett	D. Raymond Mack
Exeter Township H. S.....(1957)	Reading	Stephen R. Ruth
Farrell Sr. H. S.....(1955)	Farrell	Angelo M. Grande
Ford City Jr.-Sr. H. S.....(1930)	Ford City	Raymond E. Miller
Forty Fort Jr.-Sr. H. S.....(1930)	Forty Fort	Leon C. Bubeck
Fountain Hill H. S.....(1953)	Bethlehem	Carl B. Laubenstein
Franklin Area Jr.-Sr. H. S.(1951)	Franklin	Harry F. Newell
Friends' Central School.....(1928)	Philadelphia 31	Merrill E. Bush
	(68th St. & City Line)	
Friends' Select School.....(1928)	Philadelphia 3	G. Laurence Blauvelt
	(17th St. & Parkway)	
Garden Spot H. S.....(1934)	New Holland	Robert P. Simon
Gateway Senior H. S.(1955)	Monroeville	Eugene B. Yarnel
(formerly Monroeville-Pitcairn Sr. H. S.)		
George School	George School	Richard H. McFeely
Germantown Academy (Boys)....(1928)	Philadelphia 44 .. (School House La. & Greene St.)	Donald H. Miller
Germantown Friends School....(1928)	Philadelphia 44	Henry Scattergood
	(Coulter St.)	
Gettysburg Jr.-Sr. H. S.....(1930)	Gettysburg	Guile W. Lefever
Girard College (H. S.) (Boys)....(1928)	Philadelphia 21... (Corinthian & Girard Aves.)	Karl R. Friedmann, Acting
Governor Mifflin Joint H. S.....(1929)	Shillington	Howard L. Hendricks
Greater Ferndale H. S.....(1958)	Johnstown	Elmer J. Berkebile
Greensburg Jr.-Sr. H. S.....(1930)	Greensburg	Robert D. Fleisher
Greenville Sr. H. S.....(1957)	Greenville	Hugh D. Brininger
(formerly Penn H. S.)		
Grier School, The (Girls).....(1928)	Tyrone	Thomas C. Grier
Grove City Joint Consolidated Sr. H. S.(1949)	Grove City	Albert R. Skelton, Jr.
Hampton Township H. S.....(1949)	Allison Park	Kolman F. Toth
Hanover Sr. H. S.....(1948)	Hanover	Ray W. Gray
Harbor Creek H. S.....(1955)	Harbor Creek	William K. Williams
Har-Brack H. S.....(1958)	Natrona Heights	W. S. Bazard
<i>Harrisburg Public High Schools:</i>		
John Harris H. S.....(1928)	Harrisburg	Miss Helen J. Graeff
	(Market & Hale Sts.)	
William Penn H. S.....(1928)	Harrisburg	Stanley E. Walker
	(3d & Division Sts.)	
Hatboro-Horsham Joint H. S....(1943)	Hatboro	A. C. Beshel
Haverford School, The (Boys)....(1928)	Haverford	Leslie R. Severinghaus
Haverford Township H. S.....(1928)	Havertown	John W. Walker
Hawley H. S.....(1936)	Hawley	Maurice H. Bobst
Hazleton Sr. H. S.....(1928)	Hazleton	George E. Shanno
Hempfield H. S.(1959)	Landisville	Arthur A. Hackman
Hill School, The (Boys).....(1928)	Pottstown	Edward T. Hall
Hollidaysburg Community Joint Sr. H. S.(1939)	Hollidaysburg	Griff Jones
Homestead Sr. H. S.....(1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale H. S.....(1940)	Honesdale	William T. McGinnis
Indiana Joint H. S.....(1928)	Indiana	Lambert Joseph
Interboro H. S.....(1931)	Glenolden	John C. Weichel
J. W. Cooper H. S.....(1957)	Shenandoah	Henry J. Zale
Jeannette H. S.(1932)	Jeannette	Charles A. Butler
Jenkintown Jr.-Sr. H. S.....(1930)	Jenkintown	Requa W. Bell

SCHOOL	LOCATION	HEAD
Jersey Shore Area Joint H. S....(1955)	Jersey Shore	Ira V. Grugan
Jim Thorpe Area Joint H. S....(1930)	Jim Thorpe	Lawrence B. Morris
John Piersol McCaskey Sr. H. S....(1939)	Lancaster	John H. Rodman
	(Reservoir St.)	
Johnstown Central Sr. H. S....(1930)	Johnstown	Albert N. Rubis
	(331 Somerset St.)	
Juniata Joint H. S....(1958)	Mifflintown	Charles R. Dietrick, Jr.
Kane Area Joint H. S....(1928)	Kane	Dalton G. Van Ormer
Kennard-Dale H. S.(1959)	Fawn Grove	James F. Howell
Kennett Jr.-Sr. H. S....(1938)	Kennett Square	Forrest R. Schaeffer
Kingston H. S....(1932)	Kingston	James W. Jones
Kishacoquillas H. S....(1956)	Reedsville	Fred R. Carstetter
Kiskiminetas Springs School (Boys)....(1929)	Saltsburg	John A. Pidgeon
Kittanning H. S....(1953)	Kittanning	Paul D. Breon
Kutztown Area H. S....(1944)	Kutztown	L. Merlin Stauffer
La Salle College H. S. (Boys)....(1931)	Philadelphia 41	Brother E. Francis, F.S.C.
	(20th St. & Olney Ave.)	
Lancaster Catholic H. S....(1936)	Lancaster	Rev. Robert C. Gribbin
	(650 Juliette Ave.)	
Lankenau School, The (Girls) (1930-36; 1948)	Philadelphia 44 (3201 W. School House Lane)	Sister Lydia Fischer
Lansdowne-Aldan H. S....(1928)	Lansdowne	Joseph D. Moore
	(Essex & Green Aves.)	
Latrobe H. S....(1928)	Latrobe	Robert M. Crawford
Lawrence Park Jr.-Sr. H. S....(1939)	Erie 3 .. (4231 Morse St., Lawrence Park)	Daniel V. Skala
Lebanon Sr. H. S....(1928)	Lebanon	Charles E. Gaskins
Leighton H. S....(1932)	Leighton	Daniel I. Farren
Lewisburg Joint H. S....(1947)	Lewisburg	Stanford L. Kunkle
Lewistown Sr. H. S....(1936)	Lewistown	Richard F. Snyder
Liberty H. S....(1947)	Bethlehem	Charles A. Klein
Lincoln Jr.-Sr. H. S....(1928)	Midland	William A. Walters
Linden Hall (Girls)....(1928)	Lititz	Byron K. Horne
Lock Haven Sr. H. S....(1931)	Lock Haven	
Lower Merion Sr. H. S....(1931)	Ardmore	William T. Bean
Lower Moreland Jr.-Sr. H. S....(1952)	Huntingdon Valley (Murray Ave.)	George S. Robinson
M. S. Hershey Jr.-Sr. H. S....(1935)	Hershey	George D. Lange
Mahanoy City Jr.-Sr. H. S....(1943)	Mahanoy City	Robert T. Cook
	(500 E. Centre St.)	
Malvern Preparatory School (Boys)....(1945)	Malvern	Rev. John J. Coffey, O.S.A.
Manheim Central H. S....(1956)	Manheim	D. W. Witmer
Manheim Township H. S....(1935)	Neffsville	Arthur R. Ott
Marple-Newtown Joint H. S....(1954)	Newtown Square	Herbert E. Rathey
Marywood Seminary (Girls)....(1928)	Scranton 9	Sister Mary Kevin, I.H.M.
	(2300 Adams Ave.)	
Mater Misericordiae Academy (Girls).. (1928)	Merion	Sister Gertrude Marie, C.R.S.M.
McDowell H. S....(1930)	Erie	Charles E. LeMasters
	(38th & Caughey Rd.)	
McKeesport H. S....(1943)	McKeesport	Wayne E. Mason
	(Cornell & Bailey Ave.)	
Meadville Area H. S....(1951)	Meadville	Albert J. Bender
Mechanicsburg Area Joint H. S....(1932)	Mechanicsburg	Carl L. Graham
Media H. S....(1933)	Media	John K. Barrall
Melrose Academy—Our Lady of Victory Hall (Girls)....(1952)	Philadelphia 26	Sister Mary of Victory, G.N.S.H.
	(7601 Old York Rd.)	
Mercer Joint H. S....(1958)	Mercer	B. W. Crawshaw
Mercersburg Academy, The (Boys).... (1928)	Mercersburg	Charles S. Tippet
Mercyhurst Seminary (Girls)....(1933)	Erie (501 E. 38th St.)....	Sister Jean Marie

SCHOOL	LOCATION	HEAD
Millersburg-Upper Paxton Union H. S.(1957)	Millersburg	George W. Smith
Milton Area Joint Sr. H. S.(1958)	Milton	Miles M. Kostenbauder
Milton Hershey School (Boys) ... (1936)	Hershey	W. Allen Hammond
Minersville H. S.(1932)	Minersville	William J. Murphy
Mining and Mechanical Institute (Boys)(1929-31; 1936)	Freeland	Lambert E. Broad
Monaca H. S.(1939)	Monaca	Harry E. Fink
Monessen Jr.-Sr. H. S.(1950)	Monessen	Henry H. Furio
	(6th & Reed Ave.)	
Monongahela Sr. H. S.(1957)	Monongahela	John P. Conte
Moon H. S.(1948)	Coraopolis	J. Herbert Brooks
Moravian Preparatory School ... (1934)	Bethlehem	J. Walter Gapp
	(Heckewelder Pl.)	
Moravian Seminary for Girls.(1942)	Bethlehem	Miss Lillie S. Turman
	(Green Pond)	
Morrisville H. S.(1932)	Morrisville	E. Leonard Caum
Mount Carmel Joint Sr. H. S.(1948)	Mount Carmel	Vincent W. McHail
	(3d & Market Sts.)	
Mount Lebanon H. S.(1933)	Pittsburgh 28	Nelson Mills
	(Cochran Rd.)	
Mount Penn Jr.-Sr. H. S.(1930)	Reading	John A. Hibschan
	(25th & Filbert Sts., Mt. Penn)	
Mount Saint Joseph Academy (Girls) .. (1928)	Philadelphia 18	Mother M. Sylvester
	(Chestnut Hill)	
Muhlenberg Township H. S.(1931)	Laureldale	Kermit H. Schmehl
Muncy-Muncy Creek H. S.(1948)	Muncy	Zigmund M. Musial
Munhall Jr.-Sr. H. S.(1928)	Munhall	Max W. Wherry
Nazareth Academy (Girls)(1951)	Philadelphia 14 .. (Grant & Frankford Aves.)	Sister M. Theodosette
Nazareth Area Joint Sr. H. S.(1937)	Nazareth	Frederick C. Benfield
Neshaminy Sr. H. S.(1951)	Langhorne	John A. Stoops
Nether Providence Twp. H. S.(1936)	Wallingford	Frank A. Mader
New Cumberland Joint H. S.(1932)	New Cumberland	S. P. Bomgardner
New Hope-Solebury H. S.(1958)	New Hope	James H. Fischer
New Kensington H. S.(1928)	New Kensington	Frank G. Oliver
North Allegheny Jr.-Sr. H. S.(1959)	Pittsburgh 37	Robert Grine
	(350 Cumberland Rd.)	
North East Joint H. S.(1937)	North East	Earle C. Davis
North Penn Jr.-Sr. H. S.(1931)	Lansdale	Walton E. Landes
Northampton Area Joint H. S.(1932)	Northampton	Norman A. Laub
Northern Joint H. S.(1959)	Dillsburg	Eugene F. Williams
Norwin Area Joint H. S.(1949)	Irwin	Edward Bouldin
(formerly Irwin-North Irwin Jt. H. S. and North Huntingdon Jr.-Sr. H. S.)		
Oakmont Sr. H. S.(1943-45; 1951)	Oakmont	George C. McLaughlin
	(5th St. & Pa. Ave.)	
Oil City Sr. H. S.(1949)	Oil City	Carl H. Townsend
Oley Valley Area H. S.(1940)	Oley	George J. Blank
Otto-Eldred Jr.-Sr. H. S.(1938)	Duke Center	Ralph L. Sweitzer
(formerly Otto Jr.-Sr. H. S.)		
Our Lady of Mercy Academy (Girls) .. (1941)	Pittsburgh 13	Sister M. Gerald
	(3333 5th Ave.)	
Overbrook School for the Blind.(1952)	Philadelphia 31 (64th St. & Malvern Ave.)	Josef G. Cauffman
Palisades H. S.(1955)	Kintnersville	Melvin G. Mack
Palmerton Area Joint H. S.(1928)	Palmerton	Omar Seals
Parkland H. S.(1958)	Orefield	Frederick S. Meckley
Pen Argyl Area Joint H. S.(1951)	Pen Argyl	Allen H. Jackson
Penn Hall Preparatory School (Girls) .. (1928)	Chambersburg	Clair G. Frantz
Penn Sr. H. S.(1951)	Verona	Joseph E. Wherry
Penn Manor H. S.(1929)	Millersville	A. Landis Brackbill

SCHOOL	LOCATION	HEAD
Pennridge Sr. H. S.....(1932)	Perkasie	Robert A. Rosenkrance
Pennsbury Sr. H. S.....(1951)	Yardley	Richard L. Currier
Perkiomen Preparatory School (Boys).. (1928)	Pennsburg	Stephen W. Roberts
Phelps School, The (Boys).....(1952)	Malvern	Norman T. Phelps
<i>Philadelphia Public High Schools:</i>		
Abraham Lincoln Jr.-Sr. H. S..(1953)	Philadelphia 36	Charles H. Williams
	(Rowland & Ryan Aves.)	
Benjamin Franklin H. S. (Boys) (1941)	Philadelphia 30	I. Lewis Horowitz
	(Broad & Green Sts.)	
Central H. S. (Boys).....(1928)	Philadelphia 41	Elmer Field
	(Ogontz & Olney Aves.)	
Frankford H. S.(1928)	Philadelphia 24 (Oxford Ave. & Wakeling St.)	John W. Hitner
Germantown H. S.....(1928)	Philadelphia 44	Ernest A. Choate
	(Gtn. Ave. & High St.)	
John Bartram H. S.....(1941)	Philadelphia 42 (67th St. & Elmwood Ave.)	Charles K. Hay
Kensington H. S. for Girls....(1928)	Philadelphia 25.. (Amber & Cumberland Sts.)	Miss Etta M. Pettyjohn
Northeast H. S.....(1928)	Philadelphia 11	Charles A. Young
	(Cottman & Algon Aves.)	
Olney H. S.....(1932)	Philadelphia 20 .. (Front St. & Duncannon Ave.)	Miss Marion L. Stuart
Overbrook H. S.....(1928)	Philadelphia 31 (59th St. & Lancaster Ave.)	H. Morgan Ruth
Philadelphia H. S. for Girls...(1928)	Philadelphia 30 (17th & Spring Garden Sts.)	Mrs. Dorothy B. Crawford
Roxborough H. S.....(1928)	Philadelphia 28 .. (Ridge Ave. & Fountain St.)	Wilbur C. DeTurk
Simon Gratz H. S.....(1930)	Philadelphia 40	M. David Hoffman
	(17th & Luzerne Sts.)	
South Philadelphia H. S.....(1928)	Philadelphia 48 .. (Broad St. & Snyder Ave.)	Joseph J. Rossi
Standard Evening H. S.....(1947)	Philadelphia 30	I. Lewis Horowitz
	(Broad & Green Sts.)	
Thomas A. Edison H. S..(1928 & 1958)	Philadelphia 33	Robert Wayne Clark
	(8th St. & Lehigh Ave.)	
West Philadelphia H. S.....(1928)	Philadelphia 39	George Montgomery
	(47th & Walnut Sts.)	
William Penn H. S. for Girls..(1928)	Philadelphia 30	Mrs. Ruth W. Hayre
	(15th & Wallace Sts.)	
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
Bishop Neumann H. S.....(1939)	Philadelphia	Very Rev. C. Albert Koob, O.Praem.
	(26th & Moore Sts.)	
John W. Hallahan Catholic Girls' H. S.(1929)	Philadelphia 3	Rev. Frederick J. Frazer
	(19th & Wood Sts.)	
Little Flower Catholic H. S. for Girls(1945)	Philadelphia 40	Rev. Joseph A. Brown
	(10th & Lycoming Sts.)	
Northeast Catholic H. S. for Boys... (1936)	Philadelphia 24 (Kensing- ton & Torresdale Aves.)	Very Rev. John F. Tocik, O.S.F.S.
Notre Dame Catholic Girls' H. S.... (1947)	Moylan (Manchester Ave.)	Sister Margaret Elizabeth
Saint Thomas More Catholic Boys' H. S.(1947)	Philadelphia 31	Rev. John J. Cusack, C.M.
	(47th & Wyalusing Ave.)	
West Philadelphia Catholic Girls' H. S.(1930)	Philadelphia 39	Rev. Francis A. McDermott
	(45th & Chestnut Sts.)	
West Philadelphia Catholic H. S. for Boys(1932)	Philadelphia 39	Rev. Brother Galdrick John, F.S.C.
	(49th & Chestnut Sts.)	
Pine Grove Area H. S.....(1947)	Pine Grove	Frank R. Winsheimer

SCHOOL	LOCATION	HEAD
<i>Pittsburgh Public High Schools:</i>		
Allderdice Sr. H. S.(1931) (formerly Taylor Allderdice Jr.- Sr. H. S.)	Pittsburgh 17 (2499 Shady Ave.)	Bernard J. McCormick
Allegheny Sr. H. S.....(1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Jr.-Sr. H. S.....(1928)	Pittsburgh 10 (125 Parkfield St.)	Carl G. Brackmann
David B. Oliver Jr.-Sr. H. S....(1928)	Pittsburgh 12 (Brighton Rd. & Island Ave.)	Robert V. Cresswell
Fifth Avenue Jr.-Sr. H. S.....(1928)	Pittsburgh 19 (1800 Fifth Ave.)	Harry B. Singer
George Westinghouse Jr.-Sr. H. S.... (1928)	Pittsburgh 8 (1101 N. Murtland Ave.)	Paul E. Felton
Peabody Sr. H. S.....(1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Homer C. Bower
Perry Jr.-Sr. H. S.....(1928)	Pittsburgh 14 (Perryville Ave. & Semicir St.)	Charles W. Sparks
Samuel P. Langley Jr.-Sr. H. S. (1928)	Pittsburgh 4 (Sheraden Blvd.)	Harry D. Book
Schenley Sr. H. S.....(1928)	Pittsburgh 13 .. (Bigelow Blvd. & Center Ave.)	F. Gardner Gillen
South Jr.-Sr. H. S.....(1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	James E. Shannon
South Hills Sr. H. S.....(1928)	Pittsburgh 11 (Ruth & Eureka Sts.)	Fred W. Glaser
Plum Township Jr.-Sr. H. S....(1954)	Pittsburgh 35 (High School Rd.)	Pascal H. Marquette
Plymouth-Whitemarsh Joint Jr.-Sr. H. S.(1957)	Plymouth Meeting Pottstown (Penn & Chestnut Sts.)	Rodger T. Dombrow Stanley I. Davenport, Jr.
Pottstown Sr. H. S.....(1932)	Pottsville Punxsutawney Sewickley Quakertown Wayne Philadelphia 44 ... (3480 W. Schoolhouse Lane)	Miles S. Kiehner Glenn M. Henery G. V. Bedison Amos F. Hunsberger Miss Mary H. Carter Rev. Mother Guadalupe
Pottsville H. S.....(1930)	Reading (13th & Douglass Sts.)	LeVan P. Smith
Punxsutawney Area Joint H. S....(1947)	Red Lion Girard Gibsonia Ridley Park Folsom Philadelphia 3... (206 W. Rittenhouse Square)	Frederick Sample Neil Madden A. R. Keefer David H. Bining Norman B. L. Ferguson Sister Catherine Joan, S.N.D. DeN.
Quaker Valley H. S.....(1931)	Rochester Pricedale McVeytown Coatesville Erie (330 E. 10th St.)... Erie 1 (3002 E. 38th St.)..	Fenton H. Farley
Quakertown Community H. S....(1932)	Philadelphia 21 (18th & Thompson Sts.)	Clifford D. Naylor Robert H. Fleck Curtis S. Taylor Sister M. Theophane, O.S.B. Rev. Edward P. Gicewicz, C.M.
Radnor Jr.-Sr. H. S.....(1928)	Philadelphia 4 (3833 Chestnut St.)	Rev. Joseph D. Ayd, S.J.
Ravenhill Academy of the Assumption (Girls)(1950)	Philadelphia 41 (5401 Old York Rd.)	Mother Mary Celestine, S.H.C.J. Mother M. Elizabeth, S.S.J.
Reading Sr. H. S.....(1928)		
Red Lion Area H. S.....(1928)		
Rice Avenue Union H. S.(1959)		
Richland Twp. Jr.-Sr. H. S.(1959)		
Ridley Park H. S.....(1929)		
Ridley Township H. S.....(1948)		
Rittenhouse Square Academy of Notre Dame (Girls)(1951)		
Rochester Area Union District H. S.... (1928)		
Rostover Township Jr.-Sr. H. S....(1953)		
Rothrock H. S.....(1958)		
S. Horace Scott Sr. H. S.....(1928)		
Saint Benedict Academy (Girls)....(1928)		
Saint John Kanty College H. S. (Boys).. (1928)		
Saint Joseph's College H. S. (Boys).... (1928)		
Saint Leonard's Academy of the Holy Child (Girls)(1930)		
Saint Mary's Academy (Girls)....(1937)		

SCHOOL	LOCATION	HEAD
Saint Marys Catholic H. S.....(1932)	Saint Marys	Rev. Donald Haggerty, O.S.B.
Saint Marys H. S.(1955)	Saint Marys	Henry M. Ryan
Saint Rosalia H. S. (Girls).....(1938)	Pittsburgh 7	Sister M. Felicitas
	(411 Greenfield Ave.)	
Saint Rose H. S.....(1955)	Carbondale	Mother M. Augustus, I.H.M.
Saint Vincent College Preparatory School (Boys)	Latrobe	Rev. Louis Sedlacko, O.S.B.
Sayre Area Joint H. S.....(1932)	Sayre	Frank S. Walk, Jr.
School of the Holy Child (Girls).....(1929)	Sharon Hill	Mother St. Christopher, S.H.C.J.
Scranton Central H. S.....(1928)	Scranton 10 (Vine St. & N. Washington Ave.)	Albert T. Jones
Scranton Preparatory School, The (Boys)	Scranton	Rev. John A. Convery, S.J.
Selinsgrove Area Joint H. S.(1959)	Selinsgrove	W. Michael Weader
Shady Side Academy (Boys).....(1928)	Pittsburgh 38	George L. Follansbee
	(423 Fox Chapel Rd.)	
Shaler H. S.....(1946)	Glenshaw	Miss Mary R. Jeffery
Shamokin Area H. S.....(1950)	Shamokin	Paul Swank
Sharon Sr. H. S.....(1950)	Sharon (Case Ave.).....	Stanley N. Currier
Sharon Hill Jr.-Sr. H. S.....(1934)	Sharon Hill	Maxwell Kuebler
Shipley School, The (Girls).....(1928)	Bryn Mawr	Miss Margaret B. Speer
Shippensburg Area Sr. H. S.....(1945)	Shippensburg	Alpheus P. Drayer
Slatington H. S.....(1958)	Slatington	Herman P. Snyder
Slippery Rock H. S.....(1935)	Slippery Rock	Joseph A. McClymonds
Soiebury School	New Hope	William P. Orrick
Souderton Jr.-Sr. H. S.....(1935)	Souderton	W. E. Maxwell
South Middleton Township H. S. (1953)	Boiling Springs	Walter D. Heckman
Southern Lehigh Jr.-Sr. H. S....(1958)	Coopersburg	Lester W. Reiter
Spring-Ford Sr. H. S.....(1933)	Royersford	Charles H. Wise
Springdale H. S.....(1952)	Springdale (Colfax St.)..	John J. Robak
Springfield Township Jr.-Sr. H. S. (1937)	Springfield	Richard K. Smith
	(Delaware Co.)	
Springfield Township Sr. H. S....(1928)	Philadelphia 18	Richard C. Ream
	(1801 E. Paper Mill Rd.)	
Springside School (Girls).....(1934)	Philadelphia 18	Miss Eleanor E. Potter
	(Chestnut Hill)	
State College Jr.-Sr. H. S.....(1940)	State College	Theodore R. Kemmerer
Steelton-Highspire H. S.(1928)	Steelton	Charles W. Eisenhart
(formerly Steelton Jr.-Sr. H. S.)		
Stevens School, The (Girls).....(1930)	Philadelphia 18	Miss Helen W. Ridgley
	(8836 Crefeld St.)	
Stroudsburg Jr.-Sr. H. S.....(1928)	Stroudsburg	Alfred W. Munson
Sunbury Area Sr. H. S.....(1934)	Sunbury	M. Eugene Hutchinson
Susquehanna Twp. H. S.(1959)	Harrisburg	Richard L. Ax
	(801 Wood St., Progress)	
Susquehannock H. S.....(1956)	Glen Rock	Ralph A. Bortner
Swarthmore H. S.(1928)	Swarthmore	William M. Bush
Swissvale H. S.....(1928)	Pittsburgh 18	Gordon E. Dannels
	(Monongahela Ave.)	
Tarentum H. S.....(1928)	Tarentum 4	David B. Dodds
Temple University H. S.....(1928)	Philadelphia 21	Hugh E. Harting
	(1417 Diamond St.)	
Titusville H. S.....(1932)	Titusville	Bruce Pringle
Towanda Valley Joint H. S.....(1948)	Towanda	Loyd M. Trimmer
Troy H. S.....(1929)	Troy	Harry A. Crumbling
Tunkhannock H. S.....(1928)	Tunkhannock	Miss Helen G. Crompton
Turtle Creek Sr. H. S.....(1944)	Turtle Creek	Allan L. Behler
Union City Joint H. S.(1959)	Union City	Russell C. Palmer
Uniontown Joint Sr. H. S.(1933)	Uniontown	Dan R. Kovar
Unionville H. S.(1953)	Unionville	Wilbur V. Reese
United Joint H. S.(1959)	New Florence	H. Foster Hill
	(R. D. #2)	

SCHOOL	LOCATION	HEAD
Upper Adams Joint H. S.(1928) (formerly Biglerville H. S.)	Biglerville	Donald B. Hudson
Upper Darby H. S.....(1928)	Upper Darby	James E. Nancarrow
Upper Dublin H. S.....(1957)	Fort Washington	Norman L. Jones
Upper Merion Jr.-Sr. H. S.....(1945)	King of Prussia.....	Robert R. Strine
Upper Moreland Jr.-Sr. H. S.....(1946)	Willow Grove	Joseph F. Wesley
Upper Perkiomen Joint H. S....(1950)	East Greenville	Clarence A. Roth
Valley Forge Military Academy (Boys). (1932)	Wayne	Lt. Gen. Milton G. Baker
Vandergrift H. S.....(1957)	Vandergrift	J. Paul Shaffer
Villa Maria Academy (Girls)....(1932)	Erie (2403 W. Lake Rd.)	Sister Brenda Marie, S.S.J.
Villa Maria Academy (Girls)....(1928)	Malvern	Sister Carmen Rosa
Villa Maria H. S. (Girls).....(1928)	Villa Maria	Sister Mary Dolores
Warren H. S.....(1928)	Warren	Joseph V. Passaro
Warwick H. S.(1928)	Lititz	N. J. Fuhrman
Waynesboro Area Sr. H. S.....(1942)	Waynesboro.....	Paul E. Shull
Wellsboro-Charleston Joint Sr. H. S.....(1935)	Wellsboro	Allen W. Lewis
Wesleyville H. S.....(1954)	Wesleyville	William B. McKee, Jr.
	(2138 Willow St.)	
West Allegheny Sr. H. S.....(1955)	Oakdale	Anthony J. Miklausen
West Chester Joint Sr. H. S.....(1929)	West Chester	Harold H. Winger
West Reading H. S.....(1928)	West Reading	Arthur Himmelberger
West Shore Joint H. S.....(1950)	Lemoyne	George E. Hendricks
West View H. S.....(1948)	Pittsburgh 29	Ralph S. Rice
	(Perry Highway)	
West York Area H. S.....(1928)	York (1731 W. Phila. St.)	W. F. Goodling
Westmont-Upper Yoder Southmont H. S.(1928)	Johnstown	William F. Shaffer
(formerly Westmont-Upper Yoder H. S. and Southmont H. S.)	(827 Diamond Blvd.)	
Westmoreland H. S.....(1955)	Trucksville	W. Frank Trimble
Westtown School	Westtown	Daniel D. Test, Jr.
Whitehall Township Jr.-Sr. H. S. (1952)	Hokendauqua	George D. Steckel
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers H. S.....(1933)	Wilkes-Barre	H. Leon Gilbert
	(341 Carey Ave.)	
G. A. R. Memorial H. S.....(1930)	Wilkes-Barre	Victor F. Baiz
	(Grant & Lehigh Sts.)	
James M. Coughlin H. S.....(1928)	Wilkes-Barre	Francis T. Truscott
	(N. Washington St.)	
Wilkesburg Sr. H. S.....(1930)	Pittsburgh 21	Edward F. Ege
	(747 Wallace Ave.)	
William Penn Charter School, The (Boys)	Philadelphia 44	John F. Gummere
	(School Lane & Fox St.)	
William Penn Sr. H. S.....(1928)	York	O. Meredith Parry
	(101 W. College Ave.)	
William Tennent H. S.....(1958)	Johnsville	Everett A. McDonald, Jr.
Williamsport H. S.....(1928)	Williamsport	David W. Stuempfle
	(1046 W. 3d St.)	
Wilson Borough Area Joint H. S. (1928)	Easton	Truman J. Reese
	(22d St. & Washington Blvd.)	
Wilson H. S.....(1945)	West Lawn	Clayton D. Rehner
Winchester-Thurston School, The ... (1959)	Pittsburgh 13	Miss Mary E. Philput
	(4721 Fifth Ave.)	
Wyoming Seminary	Kingston	Ralph W. Decker
Wyomissing H. S.....(1928)	Wyomissing	B. Henry Shafer
Yeadon H. S.....(1939)	Yeadon	Paul E. Deysher
York Catholic H. S.....(1953)	York (459 W. King St.)..	Rev. Leo N. Bierster
York Central H. S.....(1957)	York	William N. Craley

SCHOOL	LOCATION	HEAD
PUERTO RICO		
Colegio San Jose.....(1958)	Rio Piedras	Brother Joseph Buettner, S.M.
George O. Robinson School.....(1958)	Santurce	Mrs. Bess Fleckman
Saint John's School.....(1958)	Santurce	Herbert E. Warfel
FOREIGN SCHOOLS		
American Community School of Paris(1958)	Boulogne-sur-Seine, France	Ernest A. Wedge
International School of Geneva..(1936)	Geneva, Switzerland (62 route de Chêne)	Aleck H. Forbes

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LIST OF ACCREDITED SCHOOLS FOR AMERICAN DEPENDENTS ABROAD

Listed below are schools for American children abroad accredited by the North Central Association under a cooperative arrangement with the other regional accrediting associations. It is hoped that credentials from students taking work in these schools will be considered in the same way as those from any of the schools on the List of Accredited Schools of the Middle States Association.

SCHOOL	LOCATION	HEAD
Antilles High School	San Juan, Puerto Rico	William L. Sheals
Arthur L. Bristol High School	Argentia, Newfoundland	Irene Thorne
Ashiya Dependents High School	Ashiya, Japan	Leland P. Howard
Augsburg American	Augsburg, Germany	Wilbert J. Patton
Baumholder American	Baumholder, Germany	Charles H. Korarska
Berlin American	Berlin, Germany	Michael A. Fay
Bitburg Dependent	Bitburg, Germany	Ronald A. Downing
Bremerhaven American	Bremerhaven, Germany	Clyde E. Hertz
Burtonwood American	Burtonwood, England	DelRae Christiansen
Camp Darby American	Leghorn, Italy	Ray S. Randolph
Callaway High School	Camp Drew, Japan	Henry K. Schofer
Central High School	London, England	Albert A. Simay
Chateauxoux Dependent	Chateauxoux, France	William E. Lowry
Dependents' High School	Ankara, Turkey	Jack E. Daseler
Ernest J. King Navy 3912	Sasebo, Japan	K. T. Hancer
Forrest Sherman High School	Naples, Italy	Murl R. Moore
Frankfurt American	Frankfurt, Germany	Sidney M. Crowder
George Washington High School	Agana, Guam	Paul E. Gettys
Goose Air Base Dependents High School	Goose Bay, Labrador	Harvey J. Bodiford
Heidelberg American	Heidelberg, Germany	Alexander H. Kyrios
Itazuke Dependent	Itazuke, Japan	Cereal E. Biggers
Izmir Dependents	Izmir, Turkey	Robert H. Kidd
Kaiserslautern American	Kaiserslautern, Germany	G. C. Eikermann
Kubasaki American	Kubasaki, Okinawa	W. B. Elliott
Kyoto American	Kyoto, Japan	Sarah M. Parks
Lajes High School	Lajes, Azores	Fred Souk
Madrid Dependent	Madrid, Spain	Kenneth L. Fish
Mannheim High School	Mannheim, Germany	Warren Ruppel
Misawa High School	Misawa, Japan	Jack W. Carmichael
Munich American	Munich, Germany	Rex L. Gleason
Nagoya American	Nagoya, Japan	Tilson L. King
Nelson C. Brown High School	Nouasseur, French Morocco	Raymond A. Stutz
Nurnberg American	Nurnberg, Germany	Vernon W. Smith
Orleans American	Orleans, France	Milton G. Boock
Paris American	Paris, France	Mildred A. Linck
Pepperrell Air Force High School	Saint Johns', Newfoundland	Scott P. Keahey
Ramey Base High School	Ramey Air Force Base, Puerto Rico	Eugene Hiskey
Rochefort American	Rochefort, France	Wayne H. Donson
Stuttgart American	Stuttgart, Germany	James E. Johnson
Thomas Mack Wilhoite	Port Lyautey, French Morocco ..	Edwin B. Dell
Tokyo American	Tokyo, Japan	Russell Marshall
Vicenza American High School	Vicenza, Italy	Philip Halfaker
Washington Irving High School	Sevilla, Spain	Robert E. Sellers
Wheelus Dependents High School	Tripoli, Libya	Donald B. Trull
Wiesbaden American	Wiesbaden, Germany	Harold W. Matthews
Wuerzburg American	Wuerzburg, Germany	Ted T. Grenda
Wurtzsmith Memorial	Clark Air Force Base, Philippines	R. W. Peterson
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JANUARY 1, 1959

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